LCFF Budget Overview for Parents

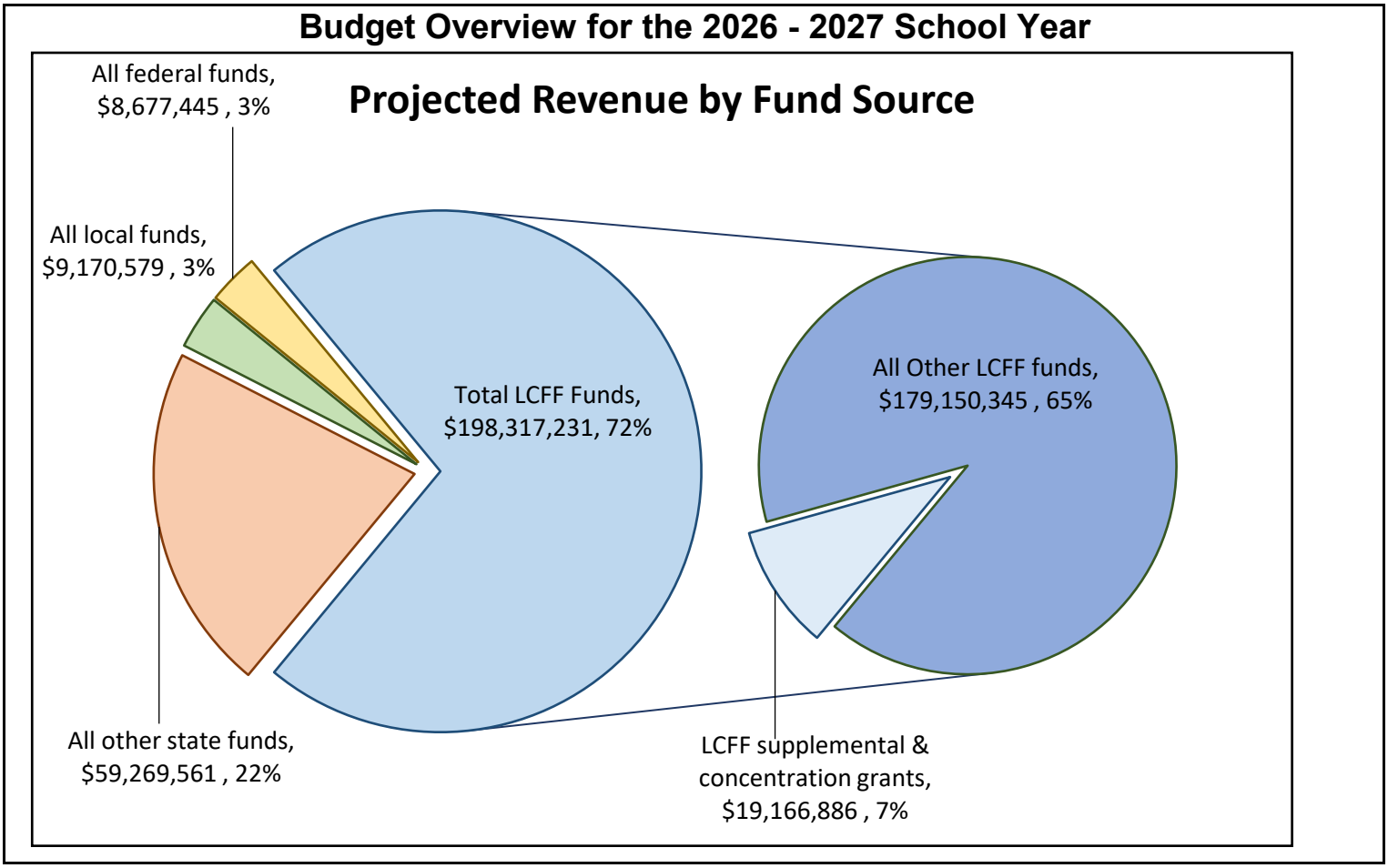
Local Educational Agency (LEA) Name: Huntington Beach Union High School District

CDS Code: 30 66548 0000000

School Year: 2026 - 2027

LEA contact information: Eimi Tomimatsu Herrera, Ed.D., etomimatsu@hbuhsd.edu, (714) 903-7000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

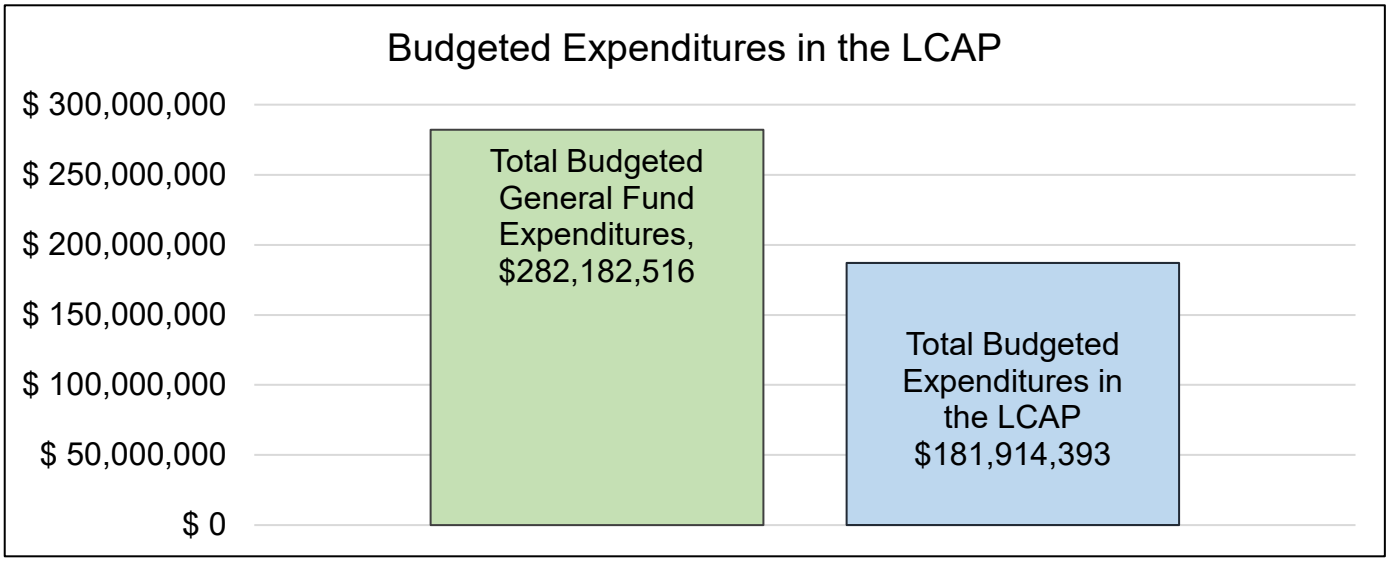


This chart shows the total general purpose revenue Huntington Beach Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Huntington Beach Union High School District is $275,434,816.00, of which $198,317,231.00 is Local Control Funding Formula (LCFF), $59,269,561.00 is other state funds, $9,170,579.00 is local funds, and $8,677,445.00 is federal funds. Of the $198,317,231.00 in LCFF Funds, $19,166,886.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Huntington Beach Union High School District plans to spend for 2026 - 2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Huntington Beach Union High School District plans to spend $282,182,516.00 for the 2026 - 2027 school year. Of that amount, $181,914,393.00 is tied to actions/services in the LCAP and $100,268,123.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

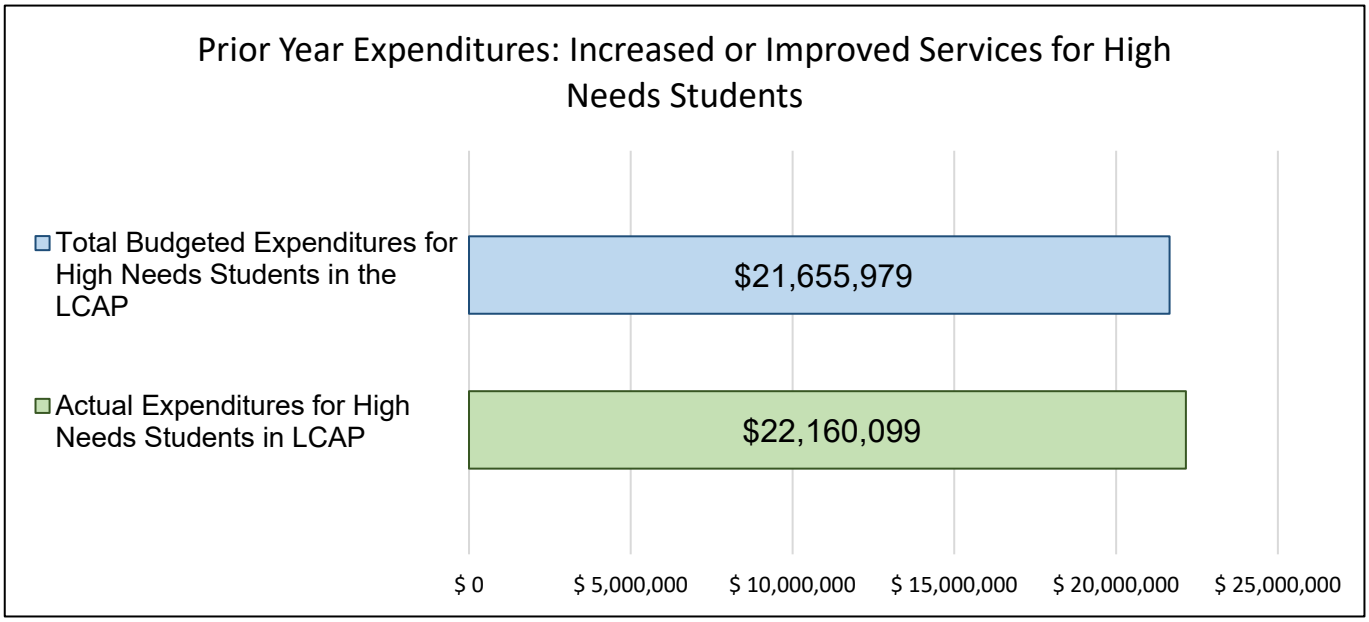
Core activities of the district were not included in the Local Control and Accountability Plan (LCAP). These expenditures include administrative services for district operations such as human resources, accounting, purchasing, risk management, payroll and centralized information services. Other general fund expenditures also include educational costs for students educated at county programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026 - 2027 School Year

In 2026 - 2027, Huntington Beach Union High School District is projecting it will receive $19,166,886.00 based on the enrollment of foster youth, English learner, and low-income students. Huntington Beach Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Huntington Beach Union High School District plans to spend $21,742,586.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025 - 2026



This chart compares what Huntington Beach Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Huntington Beach Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025 - 2026, Huntington Beach Union High School District's LCAP budgeted $21,655,979.00 for planned actions to increase or improve services for high needs students. Huntington Beach Union High School District actually spent $22,160,099.00 for actions to increase or improve services for high needs students in 2025 - 2026.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Huntington Beach Union High School District	Eimi Tomimatsu Herrera, Ed.D. Director, Data Research and Categoricals	etomimatsu@hbuhsd.edu (714) 903-7000

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Our Mission: We will educate, prepare, and inspire our students to change the world.
Our Instructional Practice: All students will have the authority, capacity, and responsibility to own their learning each and every day to be college and career-ready.

The Huntington Beach Union High School District (HBUHSD) is in Orange County, California and serves students in the communities of Huntington Beach, Fountain Valley, and Westminster. During the 2025-26 school year, the district had an enrollment of 13,527 students in grades 9-12.

Schools in HBUHSD:

Edison High School:	21400 Magnolia Street, Huntington Beach, CA 92646	www.edisonchargers.com/
Fountain Valley High School:	17816 Bushard Street, Fountain Valley, CA 92708	www.fvhs.com/
Huntington Beach High School:	1905 Main Street, Huntington Beach, CA 92648	www.hboilers.com/
Marina High School:	15871 Springdale Street, Huntington Beach, CA 92649	www.marinavikings.org/
Ocean View High School:	17071 Gothard Street, Huntington Beach, CA 92647	www.ovhs.info/
Westminster High School:	14325 Goldenwest Street, Westminster, CA 92683	www.whslions.net/
Coast High School (Alternative):	9622 Dolphin Avenue, Fountain Valley, CA 92708	www.coasthighschool.com
Valley Vista High School (Continuation):	9600 Dolphin Avenue, Fountain Valley, CA 92708	www.vvhs.info
Huntington Beach Adult School:	17231 Gothard Street, Huntington Beach, CA 92647	www.hbas.edu
Quest Adult Transition Program:	17231 Gothard Street, Huntington Beach, CA 92647	

District Highlights:
The Huntington Beach Union High School District is proud to be recognized as a California Exemplary School District, a reflection of our unwavering commitment to academic excellence, student success, and community engagement. The Mission of the district is "We will educate, prepare, and inspire our students to change the world." We believe that all students can learn, and the success of all students is

our highest priority. The LCAP has led to goals and objectives for the district that advance educational excellence and increase opportunities for all students. Our successes, including high test scores, interscholastic championships, and acclaimed performing arts, are a direct result of a strong teaching faculty, a dedicated classified staff, and a strong leadership team of administrators that receive support from a well-respected and knowledgeable Board of Trustees. This, coupled with strong parent and community advocates, enables our district to align with its vision to empower minds and build futures through innovative learning.

Our LCAP Committee members, a representative group of educational partners, supported the development of our 2026-27 LCAP through discussions that provided insights into the strengths of our district, areas for continued growth, and helped to shape the priorities of our district. This year's committee highlighted the following key strengths of our district:

- Strong relationships and a culture of care ("Name, Face, Story")
- Comprehensive support for the whole child (Multi-Tiered Systems of Support)
- Wide range of programs and opportunities
- Balanced focus on college and career readiness
- Student voice, ownership, and empowerment
- Collaborative, innovative, and growth-oriented staff culture
- Flexible pathways and alternative options for students
- Safe, inclusive, and well-maintained schools
- Strong communication and community connection

All of our schools have earned recognition through the *California School Recognition Program* over the years. All six comprehensive high schools have been past honorees of the *California Distinguished School* award, with Westminster High School earning this distinction again in 2026. Westminster High School also received the *California Gold Ribbon* award in 2017, while Marina High School was recognized with the *California Exemplary Career Technical Education Program* award in 2019. In 2022, three schools were awarded the *California Pivotal Practice* award: Huntington Beach High School, Ocean View High School, and Westminster High School. In both 2022 and 2024, Valley Vista High School was recognized as a *Model Continuation High School*, reflecting its comprehensive support and services for at-promise youth. In 2023, Valley Vista received the *Exemplary Dual Enrollment Program* recognition. Additionally, Westminster High School is an *AVID (Advancement Via Individual Determination) National Demonstration School*, a designation given to fewer than 200 schools across the nation and only a select number in Orange County.

Academically, students are challenged through rigorous coursework such as Advanced Placement (AP), International Baccalaureate (IB) programs, Dual Language Immersion (DLI), and other special programs. Through a diverse range of Career Technical Education (CTE) programs, we provide students with valuable real-world skills and experiences that prepare them for college, careers, and beyond. We also provide students with the opportunity to earn free college credits through dual and concurrent enrollment, helping to prepare them for postsecondary success.

Our schools offer a wide range of opportunities for student involvement, including clubs, athletics, performing arts, and other enriching extracurricular activities that foster engagement and belonging. In addition to the wide array of academic offerings at all comprehensive campuses, designated schools have established a variety of specialized programs to enhance student success. Some of these programs include Model United Nations (MUN); Academy for the Performing Arts (APA); International Baccalaureate (IB); Math Educational

Resources Integrated with Technology and Science (MERITS); Advancement Via Individual Determination (AVID); Center for International Business and Communication Studies (CIBACS); and an 8-acre farm that has an award-winning chapter of the Future Farmers of America (FFA). Each of our high schools has been recognized for outstanding athletics programs and championship teams, including league champions, CIF-SS champions, and state champions in a variety of sports. These include team, individual, and coach recognitions. Schools offer a variety of opportunities for students to compete locally and nationally in various sports, academics, and co-curricular programs.

The HBUHSD has gained recognition for providing a full spectrum of special programs and alternative settings for students with Individualized Education Plans (IEPs). With programs like the Special Abilities Cluster (SAC); Vocational Opportunities with Instruction and Community Experiences for Students (VOICES); Pathways; Independence, Diversity, Educating All Students (IDEAS); and Endeavors; students with special needs have the opportunity to receive instruction in accordance with their individual needs and to participate in activities a comprehensive school site has to offer.

Westminster High School, Edison High School, and Ocean View High School have each been recognized by the Special Olympics of Southern California as National Unified Champion Schools for their Unified Sports, Unified Sound, Unified Cheer, and Unified Performing Arts programs. This is a rare honor, so to have three schools in our District recognized shows the great work our staff is engaged in on behalf of our students. HBUHSD continues to develop programs that provide opportunities for our students with disabilities to participate with non-disabled peers. Programs such as these promote a positive, inclusive school culture.

During this three-year cycle, our LCAP Committee described the factors they believe contribute to the overall success of the Huntington Beach Union High School District:

Student Needs are Always First: We prioritize student support systems and school safety.
Huntington Beach Union High School District prioritizes student needs through comprehensive social-emotional learning and mental health supports, dedicated and passionate administrators, teachers, coaches, and staff, and a wide range of academic supports including credit recovery options, summer school, and free tutoring to help ensure every student has the opportunity to succeed.

High Performing District with Innovative Approaches to Teaching and Learning: We offer a variety of diverse learning opportunities, strategies, and pathways.
Huntington Beach Union High School District provides innovative and diverse learning opportunities through online learning options, Career Technical Education (CTE) pathways and industry partnerships, dual enrollment and college partnerships, a wide range of student clubs and specialized programs such as AVID, Puente, APA, FFA, MERITS, and CIBACS, high-caliber athletics, Advanced Placement (AP) and International Baccalaureate (IB) programs, and adult school offerings that support learners at every stage.

Community Pride Across Generations
Huntington Beach Union High School District is strengthened by a deep sense of community pride and connection, reflected in the unique climate and culture at each school site, a welcoming and inclusive environment for students and families, generations of district alumni, and legacy staff members who return to serve the district where they once attended school.

Appreciating diversity as an asset, in 2025-26, student demographics were reported as follows: 30.4% White, 32.2% Hispanic, 28.0% Asian, 0.2% American Indian, 1.3% Filipino, 0.8% African American, and 5.2% Two or More Races. Our student enrollment information reports the following student groups: 52.9% socioeconomically disadvantaged, 8.4% English learners, 3.9% students experiencing homelessness, and 0.3% foster youth.

School enrollment and demographics from the 2025-26 school year are provided in the table below. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted by the district to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Name	Total Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Two or More Races	Not Reported
Coast	201	0.0%	0.5%	8.0%	0.5%	27.9%	1.5%	54.2%	3.0%
Edison	2,098	0.7%	0.3%	10.4%	1.2%	18.8%	0.5%	57.1%	8.5%
Fountain Valley	3,059	0.6%	0.1%	55.8%	1.4%	18.8%	0.5%	18.3%	3.0%
Huntington Beach	2,510	0.9%	0.3%	12.7%	1.2%	24.9%	0.3%	49.5%	8.8%
Marina	1,912	0.9%	0.1%	22.9%	1.5%	29.1%	0.2%	36.9%	7.0%
Ocean View	1,042	1.6%	0.6%	6.8%	0.9%	70.1%	0.5%	15.9%	2.6%
Valley Vista	250	0.8%	0.4%	10.4%	1.2%	62.4%	0.8%	20.8%	2.4%
Westminster	2,436	0.8%	0.0%	40.9%	1.2%	51.8%	0.5%	2.9%	1.4%

Like many school districts throughout California, HBUHSD has experienced declining enrollment, with student enrollment decreasing by 10.4 percent over the past five years. Enrollment declines often result in reductions in staffing and available resources, which can impact the breadth of programs and services offered to students. Educational partners have expressed concern about maintaining the diverse academic, extracurricular, and support programs that are highly valued within the district. In addition, student attendance rates, which directly affect Average Daily Attendance (ADA) funding, influence the district's ability to sustain program offerings. As a district recognized for providing students with a wide range of educational opportunities and pathways, balancing fiscal realities while preserving high-quality program options remains an important challenge and priority.

For the 2026-27 school year, Valley Vista High School has been identified as a recipient of the Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) funding. The Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these school sites in the Local Control and Accountability Plan (LCAP).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The successes and progress described in this section are based on HBUHSD's 2025 California Dashboard results and other local data. HBUHSD's 2023 California Dashboard results are also included as a requirement of LCAP development and supports a reflection on progress toward goals for the three-year cycle of the LCAP.

The California Dashboard (caschooldashboard.org) is an online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard serves as California's accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and Performance Levels (colors) for our state indicators. Performance Level is based on two factors: 1) the current year data for that measure, and 2) the difference between current year and prior year data. The district and schools receive one of five Performance Levels on each of the state measures. Performance calculations, based on comparable statewide data, are done for each state measure and intersect on a five-by-five table. The table layout and color placement vary for each measure. In the five-by-five table, current year data levels are displayed in the left column, while the levels for the difference between current year and prior year data are displayed in the top row. The performance level, or color, is determined by the point at which these two levels intersect. Colors range from red, which represents the lowest performance level, to blue, which represents the highest performance level.

Example of a "Five-by-Five Table"

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Vey Low	Red	Red	Red	Orange	Orange

Performance Level Colors



2025 Dashboard Data – HBUHSD: Overall District

- Graduation Rate: 94.3% graduated (Green Performance Level)
- English Language Arts: 40.2 points above standard (Green Performance Level)
- Mathematics: 18.1 points below standard (Green Performance Level)
- English Learner Progress: 42.9% making progress toward English language proficiency (Yellow Performance Level)

- Suspension Rate: 2.1% suspended at least one day (Green Performance Level)
- College/Career: 61% Prepared (Green Performance Level)

2024 Dashboard Data – HBUHSD: Overall District

- Graduation Rate: 91.5% graduated (Yellow Performance Level)
- English Language Arts: 45.7 points above standard (Green Performance Level)
- Mathematics: 36.2 points below standard (Yellow Performance Level)
- English Learner Progress: 39.6% making progress toward English language proficiency (Red Performance Level)
- Suspension Rate: 2.3% suspended at least one day (Green Performance Level)
- College/Career: 54.4% Prepared (Yellow Performance Level)

2023 Dashboard Data – HBUHSD: Overall District

- Graduation Rate: 92.5% graduated (Yellow Performance Level)
- English Language Arts: 54.2 points above standard (Green Performance Level)
- Mathematics: 38.1 points below standard (Green Performance Level)
- English Learner Progress: 49.8% making progress toward English language proficiency (Green Performance Level)
- Suspension Rate: 2.3% suspended at least one day (Green Performance Level)
- College/Career: 55.9% Prepared (High – status only)

The state measure for Chronic Absenteeism is only applied to districts with K-8 schools. Therefore, this measure is not reported on the HBUHSD Dashboard report.

HBUHSD's performance on the 2025 Dashboard and other locally collected data were reviewed to identify areas of need for continued growth, both for overall performance and performance gaps among student groups. These data were included as part of the LCAP development process and included as part of the District's LCAP Committee discussions.

During this year's LCAP development process, educational partners identified the following successes and challenges in the review of student outcomes and progress towards goals in the LCAP:

Successes:

Academic Indicator

- HBUHSD performs above the state average in both English Language Arts and Mathematics on the CA Dashboard.
- RFEP (Reclassified Fluent English Proficient) students continue to perform well.
- HBUHSD has a greater percent of English learners, RFEP, students with disabilities, and low-income students achieving standard met or exceeded as compared to the state overall in the areas of ELA, math, and science. HBUHSD outperformed the county in those same areas with the exception of students with disabilities in ELA and science, where the percent was 2% below the county average.

English Learner Indicator and EL Data

- HBUHSD ELs are performing better than the state and county on SBAC.
- HBUHSD demonstrated improvement on the CA Dashboard indicator, from red to yellow, as measured by the ELPAC.
- For students with significant cognitive disabilities taking the Alternate ELPAC, the EL students making progress increased about 25% since the rate of students making progress in 2023 (from 12.8% to 38.3%).

Graduation Rate

- The district outperformed the state (91.5%) and county (93.5%), with a 94.3% graduation rate.
- The number of non-grads due to credit deficiency was significantly lower than it was pre-COVID.
- On the CA Dashboard, no student groups are in the red or yellow performance level for graduation rate.

College/Career Indicator

- HBUHSD achieved the green performance level on the CA Dashboard for the College/Career Indicator, with no student groups in the red or orange performance level.
- With the addition of the AP course work pathway to demonstrate readiness, the AP pathway increased from 43.5% to 60.1% of prepared students demonstrating college readiness through AP coursework, exams, or a combination of the two.
- There is a wide variety of CTE pathways with strong participation from students. 21.5% of graduates completed a CTE pathway in 2025.
- The district's AP pass rate in 2025 was 84.6%, an increase of over 16% since 2021. There was strong performance across most high schools with mean scores generally above 3.5 in core subjects.
- More dual enrollment courses are being offered to help students become CCI (College and Career Indicator) eligible.
- Students expressed positive feedback about dual enrollment courses, appreciating that they offer college credit without the need to take the AP exam. Some students prefer dual enrollment over AP exams because of its flexibility and manageability.
- Students also highlighted the manageability of taking dual enrollment courses, noting it is feasible to handle multiple classes and appreciating the wide range of available options.

Suspension and Other Climate Indicators

- HBUHSD maintained the green performance level on the CA Dashboard, with a decrease in suspensions from prior year.
- Most students who are suspended receive only one suspension, with fewer repeat suspensions than county and state averages.
- Every site has a wellness space with staffing to support students and staff.
- School climate metrics maintain high rates of favorable responses on the annual survey.

Challenges:

- Scores on state assessments in the area of mathematics are an area for improvement.
- Lower performance is observed for specific student groups, such as English learners, students with disabilities, foster youth, low-income students, students experiencing homelessness, and Hispanic/Latino students.
- Addressing needs of school sites with lower than district average performance.
- English learner progress continues to be an area of identified need. There is work to be done on building awareness around profiles of English learners and their differing needs (i.e., newcomers versus long-term English learners).

- Attendance rates have an impact on academic outcomes and student engagement. Average Daily Attendance (ADA) has an impact on district funding, staffing, and program availability and will be further monitored to maximize resources.
- Students request additional college/career guidance from counseling staff to support four-year planning based on student goals.
- Continued need to focus on improving the A-G completion rate, including the need to address subject area deficiencies, either for credit recovery and/or A-G eligibility with a grade of C or higher.

As part of the reflection on Annual Performance in HBUHSD, the state requires districts to identify the following areas of lowest performance on state indicators, as indicated by the Red Performance Level, for (1) a school within the district, (2) a student group within the district, and/or (3) a student group within any school within the district. The identification of lowest performance to be addressed in the LCAP will remain unchanged during the three-year LCAP cycle and will be addressed within one or more specific actions in the 2024-25 through 2026-27 LCAP cycle. The areas addressed in this LCAP were based on the 2023 Dashboard.

1) Schools that received the lowest performance level on one or more state indicators on the Dashboard

Dashboard Indicator	2023	2024	2025
Graduation Rate	Valley Vista	Valley Vista	Valley Vista
English Language Arts	Valley Vista	Coast	Valley Vista
Mathematics	Valley Vista, Coast	Valley Vista, Coast, Ocean View	Valley Vista
English Learner Progress	None	Valley Vista, Ocean View, Westminster	Valley Vista, Ocean View
Suspension Rate	None	None	None
College/Career	Valley Vista	Valley Vista	None

2) Any student group within the district received the lowest performance level on one or more state indicators on the Dashboard

Dashboard Indicator	2023	2024	2025
Graduation Rate	None	Foster Youth	None
English Language Arts	English Learners	English Learners, Long-Term English Learners	Long-Term English Learners, Students with Disabilities, Foster Youth, Homeless,
Mathematics	Students with Disabilities	Homeless, Long-Term English Learners	Students with Disabilities, Foster Youth
English Learner Progress	None	English Learners	None
Suspension Rate	None	Foster Youth, African American	None
College/Career	None	Foster Youth, Students with Disabilities	None

3) Any student group within a school within the district that received the lowest performance level on one or more state indicators on the Dashboard

Dashboard Indicator	2023	2024	2025
Graduation Rate	English Learners, Socio-economically Disadvantaged, Homeless, White, Hispanic (Valley Vista)	Students with Disabilities (Edison, Ocean View); English Learners, Long-Term English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless, White (Valley Vista)	English Learners, Long-Term English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic/Latino, White (Valley Vista)
English Language Arts	English Learners (Marina, Ocean View); Students with Disabilities (Fountain Valley, Huntington Beach, Ocean View); Socio-economically Disadvantaged (Valley Vista); Hispanic (Valley Vista)	English Learners (Ocean View); Long-Term English Learners (Westminster, Ocean View); Students with Disabilities (Edison, Marina, Huntington Beach); Homeless (Ocean View)	Students with Disabilities (Fountain Valley, Huntington Beach, Ocean View, Westminster); English Learners (Ocean View); Long-Term English Learners (Huntington Beach, Ocean View); Foster Youth (Huntington Beach); Homeless (Huntington Beach, Ocean View); Socioeconomically Disadvantaged (Ocean View, Valley Vista); Hispanic/Latino (Ocean View, Valley Vista)
Mathematics	English Learners (Huntington Beach, Ocean View); Students with Disabilities (Fountain Valley, Huntington Beach, Ocean View); Socio-economically Disadvantaged (Ocean View, Valley Vista); Hispanic (Valley Vista); White (Coast)	English Learners (Westminster, Ocean View); Long-Term English Learners (Westminster, Ocean View); Students with Disabilities (Huntington Beach); Homeless (Westminster, Ocean View); Socioeconomically Disadvantaged (Ocean View, Valley Vista); Hispanic (Ocean View)	Students with Disabilities (Fountain Valley, Huntington Beach, Marina, Ocean View, Westminster); Foster Youth, (Huntington Beach); Homeless (Westminster); Socioeconomically Disadvantaged (Valley Vista); Hispanic/Latino (Valley Vista)
English Learner Progress	None	English Learners (Westminster, Ocean View, Valley Vista); Long-Term English Learners (Valley Vista)	English Learners (Ocean View, Valley Vista); Long-Term English Learners (Ocean View)

Dashboard Indicator	2023	2024	2025
Suspension Rate	English Learners (Ocean View); Homeless (Fountain Valley, Marina)	English Learners, Long-Term English Learners, Students with Disabilities (Fountain Valley)	Long-Term English Learners (Fountain Valley and Ocean View); Students with Disabilities (Fountain Valley, Marina)
College/Career	English Learners (Ocean View, Valley Vista); Students with Disabilities (Marina, Ocean View, Westminster); Socio-economically Disadvantaged (Valley Vista); Homeless (Valley Vista); White (Valley Vista); Hispanic (Valley Vista)	English Learners (Ocean View, Huntington Beach, Valley Vista); Long-Term English Learners (Ocean View, Valley Vista); Students with Disabilities (Edison, Ocean View, Huntington Beach); Socio-economically Disadvantaged (Valley Vista); Homeless (Valley Vista); Hispanic (Valley Vista)	Students with Disabilities (Westminster); English Learners, Long-Term English Learners, Homeless, Socioeconomically Disadvantaged (Valley Vista)

When discussing student group data, it is important to acknowledge the high degree of intersectionality that exists between groups. A student can be both an English learner and have an identified disability. A student can be homeless and socioeconomically disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others.

Planned Actions/Services to address the identified needs of specific schools:

Valley Vista High School (VvHS) is a continuation school within the Huntington Beach Union High School District. VvHS is a specific school where needs have been identified through the review of the Dashboard state indicators. Additionally, VvHS has been identified for Comprehensive Support and Improvement (CSI) and identified as an Equity Multiplier (EM) school site. These programs also have specific requirements related to planning, implementation, monitoring and evaluation. A specific focus goal (Goal 4) with associated actions is included in the HBUHSD LCAP for the purpose of supporting VvHS, which is also a requirement of EM schools. Including Goal 4 in the HBUHSD LCAP will provide additional resources to support VvHS in ways that supplement efforts to improve outcomes for the school, including a description of planned expenditures for funds generated by the CSI and EM grant programs.

Dashboard Performance Level: Valley Vista High School (Continuation) Overall

Dashboard Indicator	2023	2024	2025
Graduation Rate	Red	Red	Red
English Language Arts	Red	Orange	Red
Mathematics	Red	Red	Red
English Learner Progress	Orange	Red	Red
Suspension Rate	Orange	Green	Orange
College/Career	Very Low/Red	Red	Orange

The review of 2023 Dashboard student group data differences for state indicators with a Red Performance Level at VvHS are as follows:

- Graduation Rate: White 48.9%, English Learners 56.1%, Hispanic 55.3%, Socioeconomically Disadvantaged 54.4%, Homeless 57.4%
- English Language Arts: Hispanic 146.7 points below standard, Socioeconomically Disadvantaged 118.4 points below standard
- Mathematics: Hispanic 210.1 points below standard, Socioeconomically Disadvantaged 193 points below standard
- College/Career: Socioeconomically Disadvantaged 0.6% Prepared, all other student groups 0% Prepared

The review of 2024 Dashboard student group data differences for state indicators with a Red Performance Level at VvHS are as follows:

- Graduation Rate: White 51.2%, English Learners 43.4%, Long-Term English Learners 40.0%, Hispanic 51.7%, Socioeconomically Disadvantaged 54.2%, Homeless 58.6%
- Mathematics: Hispanic 195.8 points below standard, Socioeconomically Disadvantaged 192 points below standard
- English Learner Progress: English Learners 20% making progress, Long-Term English Learners 19.6% making progress
- College/Career: English Learners 0% prepared, Long-Term English Learners 0% prepared, Hispanic 0% prepared, Homeless 0% prepared, Socioeconomically Disadvantaged 0% prepared, White 2.5% prepared

The review of 2025 Dashboard student group data differences for state indicators with a Red Performance Level at VvHS are as follows:

- Graduation Rate: White 65.9%, English Learners 45%, Long-Term English Learners 44.2%, Hispanic 55.9%, Socioeconomically Disadvantaged 57.4%, Homeless 54.5%
- English Language Arts: Hispanic 139.5 points below standard, Socioeconomically Disadvantaged 128.8 points below standard
- Mathematics: Hispanic 212.1 points below standard, Socioeconomically Disadvantaged 196.5 points below standard
- English Learner Progress: English Learners 21.3% making progress

The student group data suggests that actions/services planned to support whole school improvement strategies will support the needs of the entire student population. Additionally, school improvement metrics may differ from traditional, comprehensive high schools. In developing Goal 4 and associated actions for VvHS, alternate metrics for LCAP Goal 4 were developed using input from educational partners associated directly with VvHS.

Students may enroll at VvHS for various reasons, although the primary reason is the opportunity to address credit deficiencies and earn a high school diploma in a school with smaller classroom settings. Additional opportunities to provide credit recovery are an important part of the VvHS strategy for student support (credit recovery, summer school). Parents, students, and staff agree that student engagement and school connectedness are strong predictors of student success at VvHS. Student opportunities to engage in meaningful learning support to increase student motivation and attendance, which in turn are highly correlated with positive academic outcomes. The school is also in need of structured and consistent progress monitoring and implementation of intervention support for academic success, as well as intensive support in the area of social-emotional well-being. Goal 4 actions will address these areas within a Multi-Tiered System of Support (MTSS) framework.

Highlights of planned actions/services to address identified needs of student groups (district and site areas of lowest performance):

The actions highlighted below continue to address identified needs of student groups and/or provide for targeted supports in the areas of lowest performance as determined by one or more state indicators on the Dashboard. Additional actions will also be embedded with the actions table of this plan.

- Multi-Tiered System of Support (MTSS) (Goal 1, Action 10): Promote MTSS as the overarching framework for the coordination of student support systems necessary to improve student outcomes. Provide integrated and comprehensive student supports that focus on state standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Use MTSS site teams to provide intervention and wellness support.
- Special Education Supports (Goal 2, Action 10): Ensure access to the full range of college preparatory and other courses necessary for students to meet high school graduation requirements. Increase opportunities for students with disabilities (SWD) to enroll in A-G eligible courses. Offer co-taught general education courses to provide necessary scaffolding and support for SWD while providing access to A-G eligible coursework. Support opportunities for special education teachers to participate in professional development and collaborate with subject area specific general education teachers and site administrators.
- English Learner Supports (Goal 2, Action 7) and Long-Term English Learner Supports (Goal 2, Action 8): Ensure all English learners receive both designated and integrated English Language Development support and access to the standard instructional program with instruction designed for English learners to develop proficiency in English as rapidly and effectively as possible. Coordinate districtwide professional development initiatives around integrated and designated ELD. Provide professional learning opportunities for both certificated and classified staff in supporting the unique needs of English learners. Offer Designated ELD programming specific to the needs of Long-Term English Learners. Where feasible, offer Emerging Pathway course options for newcomers who have been in US schools for less than two years.
- Parent and Family Engagement (Goal 3, Action 4): Provide multiple opportunities for parents and families to become engaged through parent education programs, parent presentations, resources and services, volunteer opportunities, input and decision-making through school governance, etc. Consider addressing barriers to parent/family participation in the school community, including communication/outreach, interpretation needs, childcare needs, transportation, meeting times, type of meeting (i.e., in-person, virtual, or hybrid), recruitment, retention, and acknowledgement for participation. This action is principally directed toward low-income families who may benefit from low-cost or no-cost resources and services to address various family needs. Families of students experiencing homelessness will also benefit from this action. Provide translation and interpretation services as needed for parents whose primary language is not English, which is principally directed to benefit families of our English learners, a large proportion of which are from Hispanic/Latino backgrounds, a student group our data identifies as needing additional support. School sites may survey parents regarding preferred topics for future meetings.
- Communication & Outreach (Goal 3, Action 5): Promote positive school and district programs, services, and resources to increase students, family, and community awareness. This action is also principally directed to benefit the needs of low-income families and families of our English learners. Partner with the Huntington Beach Adult School to support communication and recruitment of parents as partners in students' education.
- Extended Learning Opportunities (Goal 2, Action 3): Identify needs and provide study skills, remediation, and credit recovery opportunities during the school year to support students who are credit and skill deficient. Maintain programs that offer tutoring and

support for students. Support schools in planning in-person tutoring opportunities for students. Provide students with credit recovery and summer options to meet graduation requirements.

- Professional Development (Goal 1, Action 6): Provide professional learning opportunities for both certificated and classified staff. Implement strategies from school refusal training to increase student attendance and engagement. Continue to build the capacity of administrators serving as instructional leaders to target identified needs at the site level. Coordinate LCFF with LREBG to provide professional development in the district focus areas, including in the areas of student ownership, learning model, Constructing Meaning (CM), and artificial intelligence (AI).
- Homeless and Foster Youth Supports (Goal 2, Action 9): Provide staff with information on available resources to support homeless youth, foster youth, and other students in need of supplemental support.
- College Readiness (Goal 2, Action 1): Develop a strong comprehensive school counseling program aligned to professional standards (American School Counseling Association). Provide guidance services, dual enrollment and other college credit course opportunities.
- Career Readiness (Goal 2, Action 2:) Continue to increase opportunities for students to enroll in CTE pathways and college credit courses. Promote CTE courses, college credit, and dual enrollment courses as A-G eligible.

Learning Recovery and Emergency Block Grant

Huntington Beach Union High School District has unexpended LREBG funds in the amount of $2,048,802, which includes carryover funding from the 2025-26 school year. LREBG funds may be expended through June 30, 2028. LREBG-funded actions are aligned to Goal 1, Action 6: Professional Development. Feedback gathered through meetings with educational partners and the annual district LCAP Survey corroborated findings from the 2025 California Dashboard, particularly related to the Academic Indicator (Metrics 1.4 and 1.5) and performance gaps among student groups. A review of state assessment results and local performance data demonstrates a continued need to strengthen instructional practices and targeted support for English learners, students with disabilities, and other students with foundational learning gaps. Because the state assessments measure mastery of the California State Standards, the results provide valuable information regarding learning gaps and areas where students require additional support to achieve college and career readiness. In response to these identified needs, the district will continue to invest in professional learning focused on two primary areas: Student Ownership and Constructing Meaning. These initiatives provide educators with the knowledge, tools, and instructional strategies necessary to support diverse learners, strengthen student engagement, and promote mastery of grade-level standards within the district's Learning Model framework. In addition to the Academic Indicator, the district will monitor the English Learner Progress Indicator (Metric 2.9), and College Career Indicator (Metric 2.7).

As part of the Learning Model framework, the district recognizes how the California State Standards are intentionally designed as a progression, with concepts and skills building in complexity throughout the K–12 experience. When our teachers understand this progression, they are better equipped to identify areas in which students may be struggling and make informed instructional decisions to address learning gaps and support continued growth. Teachers will continue to collaborate and work collectively to ensure instructional alignment and create coherent learning experiences for students that strengthen instructional practices and proactively respond to student needs.

Teachers have provided favorable feedback regarding the district's instructional focus and clear vision centered on a student learning model grounded in student ownership. This instructional focus and districtwide practice will continue throughout the 2026–27 school year

and beyond. Professional learning remains essential to supporting high-quality teaching and learning. HBUHSD will also provide opportunities for administrative and classified staff to engage in professional learning around these district focus areas.

LREBG funding will provide significant support in expanding and sustaining these professional learning opportunities for staff for the next two years. Expenditures include costs associated with professional learning, such as contracts, substitute teachers for teacher release to attend professional development (PD) sessions, teacher voluntary hourly rate to attend PD sessions outside of contracted hours, professional learning books and materials. While LREBG funds will primarily support the district's identified focus areas [i.e., student learning model, student ownership, scope and sequence development, assessment practices, Constructing Meaning (CM), Systematic ELD (SysELD)], funds may also be used to support professional learning in areas including the Advancement Via Individual Determination (AVID), Advanced Placement (AP), International Baccalaureate (IB), Multi-Tiered System of Support (MTSS), Community Schools, Restorative Practices, co-teaching models, school counseling, social-emotional development, attendance, and parent and family engagement topics. Requests to fund additional professional learning topics beyond these identified areas will require further review and consideration prior to approval.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Huntington Beach Union High School District (HBUHSD) was identified for Differentiated Assistance under California Education Code sections 52071 and 52071.5 during the 2024-25 school year. Although the district no longer meets the criteria for this identification, the technical assistance is offered as a two-year service. The original identification was based on the 2023-24 performance of our foster youth student group, which was rated in the red performance level on three state indicators on the 2024 California School Dashboard: graduation rate, suspension rate, and college/career readiness. During the 2024-25 and 2025-26 school years, HBUHSD was engaged in technical assistance coordinated by the Orange County Department of Education (OCDE). The goal of this collaboration was to identify systemic root causes contributing to the performance disparities experienced by our foster youth and to implement strategic, equity-focused improvement efforts. In addition, the OCDE provided related resources and expertise to support areas for improvement.

Work conducted as part of this technical assistance included:

- **Root Cause Analysis**: District and school site teams, in collaboration with OCDE, engaged in a structured process to examine data trends, policies, practices, and input from educational partners to determine the underlying causes of performance challenges for foster youth. Secondarily, the OCDE supported the district in consideration of English learner needs.
- **Continuous Improvement Planning**: HBUHSD developed a targeted action plan that incorporated evidence-based practices aimed at improving outcomes in graduation, behavior supports, and post-secondary readiness for foster youth. This included refining support systems, enhancing data monitoring tools, and increasing cross-agency collaboration.
- **Progress Monitoring and Continuous Improvement**: The district built capacity around using and continuously monitoring key performance indicators and making iterative adjustments to the support strategies.

This work aligns with our broader Local Control and Accountability Plan (LCAP) goals around equity, student well-being, and college and career readiness. Through these efforts, HBUHSD remains committed to improving educational outcomes for foster youth and ensuring all students are supported to succeed.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Valley Vista High School (VvHS)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

HBUHSD notified VvHS of CSI status, eligibility criteria, requirements, and preliminary funding. The Educational Services division worked with VvHS administration to explain CSI requirements, including the review of a school-level needs assessment, the selection of evidence-based interventions, and identification of any resource inequities to be addressed through the implementation of the CSI plan. The school was also identified as an Equity Multiplier school and was required to address areas of lowest performance on the CA School Dashboard. Coordination of these efforts was supported by the Educational Services division. The CSI plan is embedded within the School Plan for Student Achievement (SPSA).

VvHS administration scheduled opportunities for educational partners (administrator, classified/certificated staff, parents, students, and community partners, as applicable) to provide input into the strengths, needs, and priorities for the school. During the 2025-26 school year, in preparation for the 2026-27 visit from Western Association of Schools and Colleges (WASC) for full review, the staff engaged in multiple discussions.

The district provided data for discussion and review to support the needs assessment process. The development of the school's School Plan for Student Achievement (SPSA) typically engages various partners through the School Site Council (SSC), including the principal, teachers, other staff, parents, and students. The development and approval of the plan was the responsibility of the SSC, guided by the input of the school staff and English Learner Advisory Committee (ELAC). The school principal, along with the SSC and input from other educational partners, discussed a range of evidence-based interventions to address school needs, which could be supported with Title I funds, LCFF Supplemental Grant funds, Prop 28 funds, CSI funds, and Equity Multiplier funds. The strategic budgeting for actions based on specific grant requirements, as well as consideration of any resource inequities, was supported by both the Educational Services division and the Business Office. Resource inequities considered were in the areas of instructional time, whole child approach, and school funding. Due to the enrollment size of students at VvHS, the school does not generate enough funding to support the level of afterschool programming necessary to provide the opportunities to earn credits needed to meet graduation requirements, which is a key objective. Another area of high need is to be able to offer targeted social and emotional services, programs, and resources, including partnerships

with agencies. Once again, school programs at VvHS compete for limited resources, and therefore, funding is not always adequate to meet all needs. The school has an interest in adopting a community schools model. Nutrition resources, such as a food pantry, were discussed as an area of need that goes beyond the school day. The district will consider categorical funding sources, such as the prioritization clause of Title IV and other district-funded support, to help leverage its existing funding sources to support school goals.

The CSI process was aligned to the school's SPSA development process, with additional district level support to provide guidance and support around the context and requirements related to CSI status, discussions about allowable uses and sustainability of desired actions/strategies, and feasibility of implementing the plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

VvHS identified metrics specific to the purpose of monitoring effectiveness of the strategies included within the CSI Plan/SPSA. Since VvHS is a continuation school, the school selected alternate metrics during a previous CSI identification. These metrics were reviewed for continuing relevance and were included in the CSI Plan/SPSA for the school site. Metrics were also included in this LCAP for purposes of monitoring progress towards Goal 4 of the LCAP, which was included as a result of the school's identification as an Equity Multiplier site. The discussions around the identification of appropriate metrics were supported by the district's Educational Services division.

The district's Educational Services division is also responsible for providing the school with essential data reports that also serve as tools for monitoring effectiveness. Examples of reports include results of state assessments, reports related to state indicators, college readiness metrics, D/F grades, tutoring usage reports, individual student progress monitoring, and reports for English learner reclassification. At the site level, the principal of the school, along with designated staff, support the process of monitoring progress on site-established metrics (e.g., credits recovered through supplemental opportunities, and rate of students earning expected credits each quarter) and data is reported to the Educational Services division. This data is recorded and included within the LCAP. The district's Educational Services division and Business Office work collaboratively to provide a summary of expenses three times per year. The Budget Planning Tool is a district-created resource that allows for district and site leadership to monitor and evaluate current implementation based on year-to-date expenditures against the planned/expected budget.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Staff: teachers, principals, administrators, other school personnel, local bargaining units	The engagement of educational partners continues to play a critical role in supporting the district planning process. The Huntington Beach Union High School District (HBUHSD) is committed to using the LCAP to guide a cycle of continuous improvement. The engagement of parents, students, teachers, other staff, principals, administrators, and other community members continues to play a critical role in supporting the implementation, evaluation, and future adjustments to the plan. Teachers, assistant principals, principals, other school personnel, teachers of English learners, a homeless/foster youth representative, Special Education Local Plan Area (SELPA) administrator representative, representatives from local bargaining units (DEA, CSEA, HBSPA) and HBUHSD administrators are part of our HBUHSD LCAP Committee. During the 2025-26 school year, the district scheduled four meetings with the LCAP Committee: October 23, 2025, December 18, 2025, February 19, 2026, and April 23, 2026. The LCAP Committee reviewed district data in December to identify strengths and areas for improvement, contributing factors, and priorities. Data relevant to the development of the other planning documents were reviewed, and key findings were taken into consideration during the development of this plan. Additional LCAP Committee meetings in February and April provided an opportunity to receive input and feedback on the LCAP. After an initial whole group presentation, participants were organized into breakout sessions facilitated by administrators and/or teacher leaders. Our committee members reviewed the LCAP goals, actions, and metrics and noted strengths and additional areas for consideration. The Educational Services division met with administrative teams at each school site for discussions related to areas of lowest performance on the 2023 Dashboard to ensure all areas of need are being addressed and for alignment of planned actions/services to be described within the HBUHSD LCAP.
Educational Partner(s)	Process for Engagement
	District leadership and key teacher leaders also reviewed key metrics and disaggregated data focused on performance gaps identified in the 2023 Dashboard and areas of lowest performance.

Parents EC 52063(a)(1), Parent Advisory Committee	School site administrators were asked to recruit parents for the LCAP development process, including parents of low-income students, English learners, foster youth, and students with disabilities (EC 42238.01). During the 2025-26 school year, the district scheduled four meetings with the LCAP Committee: October 23, 2025, December 18, 2025, February 19, 2026, and April 23, 2026. The presentation content and structure were the same as described above. At the start of a committee meeting, presentation slides would address any questions or comments in writing from the prior meeting (EC 52062). When applicable, committee members were also provided a copy via email in follow up to questions/comments from meetings. Although not required, opportunities for feedback and discussion were provided to the District English Learner Advisory Committee (DELAC) during the LCAP development process. (HBUHSD enrollment of English learners was 8.4% during the 2025-26 school year (a reduction of 1.4% from the prior year), and therefore the requirement of EC 52063(b)(1) is not applicable to HBUHSD.) The DELAC met on October 2, 2025, December 4, 2025, March 5, 2026, and May 7, 2026.
Students EC 52063(b)(1), Student Advisory Committee	School site administrators were asked to recruit students for the LCAP development process, serving as the Student Advisory Committee, including low-income students, English learners, and foster youth. During the 2025-26 school year, the district scheduled four meetings with the LCAP Committee: October 23, 2025, December 18, 2025, February 19, 2026, and April 23, 2026. The presentation content and structure were the same as described above.
LCAP survey of parents, students, and staff	In addition to the involvement of educational partners on the LCAP Committee, the District conducted an online survey in February through March 2026, to gather feedback from parents, staff, and students. The parent and student surveys were available in English, Spanish, and Vietnamese. The survey provided educational partners with an opportunity to rate their level of agreement on various statements that represent our district goals. In addition, the survey included open response items that provided an opportunity for respondents to share their perceptions on the District's areas of strength and areas for improvement. Survey feedback was reviewed district and site leadership.
Public Hearing: June 9, 2026 Board Adoption: June 30, 2026	The public was notified of the opportunity to review and comment on the 2026-27 LCAP, with a notice included as part of the public hearing agenda. The 2026-27 LCAP was made available for inspection between June 2 through June 9 by Educational Services. The Board of Trustees reviewed data to be publicly reported for the local indicators as part of the process for the approval of the LCAP and budget.

Educational Partner(s)	Process for Engagement
Equity Multiplier: VvHS staff, parents, and students	For the process of developing the LCAP, educational partners at VvHS were consulted and asked to provide input into the development of the school specific goals, metrics, actions, and expenditures of Equity Multiplier funding. In a meeting of educational partners, for the purpose of discussing school needs and priorities related to the requirements of EC 52064 (SB 98), VvHS developed a focus goal that addressed identified needs. The Educational Services division notified the principal of eligibility as an Equity Multiplier site, as well as identification for Comprehensive Support and Improvement (CSI). The 2023 Dashboard results also identified areas of lowest performance that would need to be addressed in the district's LCAP for the three-year cycle. Although the actions in the LCAP continue to address the areas identified in the 2023 Dashboard, the 2025 Dashboard results were also presented and reviewed. The principal met with educational partners, including the School Site Council. District representation from Educational Services presented to the School Site Council to discuss school planning and budgets. The principal also invited staff to contribute additional feedback or input via email coordinated with the ongoing process of preparation for the upcoming WASC Full Review in October 2026.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Each meeting of our educational partners gathers important insights from varied perspectives, to support the development of our district's LCAP. The first LCAP Committee meeting of the 2025-26 school year was convened on October 23, 2025. This meeting provided an overview of the purpose of the LCAP Committee and reviewed the current status and implementation of the LCAP. The committee was also provided an opportunity to provide feedback on aspects of the LCAP Federal Addendum. Topics for discussion centered on concerns around attendance, college and career readiness, and requests for presentations on key district initiatives, such as parent and family engagement, student wellness, safety, belonging and connectedness, and equity.

The second LCAP Committee meeting was convened on December 18, 2025. The annual data review with the LCAP Committee is part of our process for developing our Local Control and Accountability Plan (LCAP). Our intent was to review each data set to discover our strengths, identify areas where we have made good growth, uncover areas of need for improvement, and to generate further questions, as we seek to better understand the various perspectives from our educational partners. The better we understand our identified needs, the better we can seek to implement strategies known to address those needs. Educational partners identified areas in the data that need to be addressed by actions of the LCAP and/or site-based actions. Examples of these include: differences in achievement and the need for more focused supports for high need student groups, English learner and Long-Term English learner progress, support for students with disabilities, attitudes toward state testing and meaningful assessments, math improvement, alignment of standards, specific subject credit deficiencies, A-G completion rates, CTE pathway completion rates, dual enrollment course availability, expansion of MTSS, a focus on relationship building, and the need for more college/career advising. The meeting also included a discussion around how staff, students, and parents can support improvement of student outcomes.

The third LCAP Committee meeting was convened on February 19, 2026. During this meeting, the committee considered the strengths and needs identified at the December meeting, and provided input into the actions, services, and strategies needed to address those needs. Results from the annual LCAP survey of students, parents, and staff were also presented and discussed. Services and strategies were discussed both in the context of district- or school-wide support, and those that would provide targeted support for specific student groups, including English learners, Long-Term English learners, low-income youth, foster, and homeless youth. The LCAP Committee also considered the existing actions of the 2025-26 LCAP to propose revisions to descriptions, or the inclusion or elimination of actions. The most prevalent themes from discussions centered around the topics of: communication and decision-making; instructional and grading practices; student connection and school climate; safety, bullying and respect; and college/career guidance and student supports.

Communication and Decision-Making: Committee members highlighted the value of clear, accessible communication about district and site decision-making processes. Providing “big picture” explanations of decisions and outlining how input is gathered and considered were identified as important ways to support transparency and shared understanding. Strengthening feedback loops, including communicating outcomes and next steps, was suggested as a way to help students, parents, and staff see how their perspectives contribute to decision-making.

Instructional and Grading Practices: Parents and students highlighted the value of timely communication about grades, assignments, and academic progress. Committee members noted that consistent updates allow students to monitor their learning and take action when needed. Clarifying expectations for communication channels and grading timelines, along with providing meaningful feedback, were suggested as ways to support student success. Some groups also discussed reviewing grading practices and exploring mastery- or standards-based approaches to more accurately reflect student learning.

Student Connection and School Climate: Strengthening students’ sense of belonging emerged as a central theme. Committee members emphasized the importance of positive staff-student relationships so that every student feels known, supported, and valued. Expanding student voice opportunities, increasing participation in clubs and activities, strengthening freshman transition supports, and recognizing student growth were identified as effective strategies for building engagement and connection. Clean, well-maintained facilities and consistent expectations for respectful behavior were also viewed as important contributors to a positive school environment.

Safety, Bullying, and Respect: Committee members discussed the importance of maintaining safe and respectful school environments. Suggestions included clear communication with families about school processes related to incidents, ongoing staff training, and prevention efforts addressing social media and online behavior. Restorative approaches and relationship-building strategies were identified as supportive practices for strengthening student-teacher respect and promoting positive interactions among students.

College/Career Guidance and Student Supports: Students expressed interest in continued strengthening of college and career advisement that supports multiple post-secondary pathways. Committee members viewed counselor-based guidance models positively and suggested expanding awareness of career opportunities, dual enrollment options, and alumni experiences. Additional discussion highlighted the importance of social-emotional supports and thoughtful technology use, including strategies to help students maintain focus and balance during the school day.

The fourth LCAP Committee meeting was convened on April 23, 2026. During this phase of the LCAP development process, committee members had an opportunity to review and provide input into the actions for the LCAP. Committee members each had an opportunity to share priority areas and noted additional areas for consideration. The committee highlighted key strengths of the district to understand perspectives of our educational partners, and what our community values most.

Across all groups, a consistent message emerged: HBUHSD's strength lies in its people, its programs, and its commitment to supporting the whole student. Students benefit from a wide range of opportunities and pathways, supported by caring adults who build strong relationships and create a sense of belonging. The district's emphasis on student voice, flexible options, and both college and career readiness ensures that each student can find a path that meets their needs. At the same time, strong systems of support, safe and inclusive environments, and a collaborative, growth-oriented staff culture continue to make HBUHSD a place where students, staff, and families feel connected, supported, and proud to belong.

Districtwide Synthesis of Program Highlights from Annual LCAP Survey of Educational Partners (Students, Staff, Parents)

- HBUHSD is built on strong relationships with caring, dedicated staff
- HBUHSD is a welcoming, inclusive, and community-oriented system
- HBUHSD is rich in programs, opportunities, and pathways
- HBUHSD is supported by strong site-level leadership and improving district communication

Feedback provided by our educational partners during the 2025-26 school year will be reflected in the following actions:

- Effective Instruction (Action 1.1): Continue to frame our district work through the district practice of student ownership and the learning model. Effective instruction is our priority, with a clear district focus and vision. Our framework for elevating student achievement will include the components of the learning model: curriculum, instruction, assessment, and climate. Provide mentoring and support for new teachers, administrators, and aspiring administrators.
- Instructional Technology (Action 1.8): Continue to provide opportunities for staff training on technology tools, especially around artificial intelligence (AI) and how it can support teaching and learning. Bring greater awareness to staff around the availability of AI resources. Review existing tools for effectiveness with the support of Technology Resource Teachers. Work with district committee to develop and help with district implementation of digital literacy for all students and staff.
- Library/Media Services (Action 1.8): Provide a wide variety of materials across different reading levels and formats. The district will prioritize the development of inclusive collections that represent a spectrum of identities and provide multilingual resources specifically to support English Learners and their families.
- College/Career Readiness (Action 2.1 and Action 2.2): Increase students' access to school counselors, earlier and more frequent advisement, expansion of career technical education opportunities and dual enrollment. Improve tools/resources for postsecondary planning. Implement college and career exploration lessons across all grade levels. Build a strong network of school counselors and provide ongoing support and training, led by a program specialist.
- English Learners (Action 2.7 and Action 2.8) and Students with Disabilities (Action 2.10): Continue to provide professional development for teachers in strategies to support student needs. Maintain ongoing support for Unified Programs and other initiatives that promote inclusivity for students with disabilities. In response to feedback, the district will refine professional learning structures for Constructing Meaning to provide new teacher-led initial training as well as strategy-focused and content-focused trainings that will provide trained teachers with opportunities to collaborate across sites.
- Attendance: Our current action, "Safe and Supportive Learning Environments (Action 3.2)," includes programs and strategies that support positive school climate, and includes attendance as a metric. Efforts to improve attendance will continue to be included as an area of focus. Attendance is also included as an area of focus within the MTSS action.
- Student Engagement: Our current action, "Student Connectedness and Student Voice (Action 3.3)," focuses on many of the extra-curricular and co-curricular opportunities offered at the schools. Maintain as many school programs as possible in an era of declining

enrollment. Creating additional opportunities for students, our alternative program at Coast High School will enter a multi-school agreement with the California Interscholastic Federation (CIF) to allow enrolled students to play sports at a comprehensive high school. Also, through “Communication & Outreach (Action 3.5)”, the district will aim to increase visibility of program offerings through use of social media and by highlighting individual programs/projects within classes through short form videos on socials.

- Facilities (Action 3.6): Identify and prioritize facilities needs, helping to ensure that facilities funding is directed to the most important improvements through development of a 5- year Facilities Master Plan. Continue to maintain facilities to ensure a clean and safe environment for students. Educational partners also support the use of funds to foster learning environments aligned with 21st century skills and teaching methods.

Additional feedback received from our educational partners has been compiled and shared with district and site leadership for consideration in planning site-level action plans, including strategies for family and parent engagement, progress monitoring, and tutoring/extended day. Anonymous open response comments from the annual LCAP Survey of students, staff, and parents has been provided to district and site leadership, along with a synthesis of prominent themes.

Equity Multiplier Site: Valley Vista High School (VvHS):

The educational partners of Valley Vista High School (VvHS) actively engaged in the development of the Equity Multiplier goal through staff meetings, School Site Council, and surveys. Educational partners emphasized the importance of maintaining a positive school climate that fosters student motivation, engagement, and connectedness. Staff recognized the strong correlation between school connectedness and attendance, and further acknowledged that consistent attendance is critical to successful credit recovery and graduation outcomes. Educational partners affirmed that when a positive and supportive learning environment is prioritized, students are more likely to attend school regularly, recover credits, and ultimately achieve the primary goal of earning a high school diploma. This collective understanding serves as the foundation for the focus goal of increasing graduation rates. The 2025 graduation rate contributed to VvHS’s eligibility for Comprehensive Support and Improvement (CSI), and the school will leverage both CSI and Equity Multiplier funding sources to implement evidence-based practices that support improved student outcomes. Equity Multiplier funds will support expanded credit recovery opportunities, including summer programming. To address the social-emotional needs of students, educational partners identified the need for increased mental health supports and other wellness-related resources, including the development of a wellness center. CSI funds will support contracts with community agencies and service providers to advance wellness initiatives and student supports. Educational partners also recognized that the VvHS student population, primarily consisting of juniors and seniors, may enter the school with significant gaps in prior academic preparation. As a result, educational partners acknowledged that summative or year-end metrics do not always fully capture the progress students make while enrolled at VvHS. Therefore, educational partners expressed interest in implementing tools and systems to support diagnostic and interim assessments, progress monitoring, and a Multi-Tiered System of Support (MTSS). VvHS will support the implementation and staff training associated with a new assessment tool and progress monitoring system. In addition, a student support facilitator and reading specialist will coordinate and provide targeted interventions to support student success. The actions supporting VvHS are included in the 2026–27 HBUHSD LCAP, Goal 4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**HBUHSD will provide a quality educational system to ensure positive student outcomes.**	**Broad Goal**

State Priorities addressed by this goal.

1 Basic Conditions (Teachers, Materials)
2 Implementation of State Standards
7 Course Access

An explanation of why the LEA has developed this goal.

The educational system in HBUHSD consists of our six comprehensive high schools, one continuation high school, one alternative high school, an adult transition program, and an adult school. The central office supports district operations related to educational services, business services, and personnel services. Coordination of all aspects of the educational system are required to ensure positive student outcomes. HBUHSD has developed this goal to focus attention on the coordinated aspects of centralized services that impact student learning.

In reviewing the outcomes for the metrics tied to this goal, the district recognizes the need to maintain high levels of achievement overall on state assessments, but also the need to review any disparities between student groups. Particularly with our English learners, students with disabilities, foster youth, low-income students, and students experiencing homelessness, we see areas for improvement. The disparities are identified in the Measuring and Reporting Results section of the plan below.

Through a coordination of centralized services, the HBUHSD educational system can focus on increasing the number of students who graduate prepared for the future. Our Class of 2025 graduation rate for all students was 94.3%. Our A-G completion rate was 58.9%. Actions in this LCAP will help address the observed disparities among student groups and aim to increase our overall rates. HBUHSD is committed to providing a strong foundation of relevant and meaningful professional development for teachers and staff because we believe that well-prepared teachers and leaders are essential for providing effective, high-quality instruction so that all students can learn and thrive (in Goal 1). Additional professional development focused on strategies that will address the identified needs of foster youth, English learners, students with disabilities, and low-income or students experiencing homelessness will be embedded within actions specific to supporting these student groups (in Goal 2).

Note: All actions marked as “Contributing” with a “Y” to indicate “yes” are actions that are principally directed to address the identified needs of English learners, foster youth, and/or low-income students, collectively referred to as unduplicated students. For each action being provided on an LEA-wide basis, an explanation of how the action is intended to improve outcomes for unduplicated students and

how these actions are effective in meeting the goals for these students, are contained in the plan section titled, *"Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2026-27."*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Cohort graduation rates (DataQuest) four-year adjusted cohort graduation rate	2022-2023: All: 92.5% SWD: 78.5% EL: 82.0% LI: 90.8% FY: 65.0% Homeless: 87.7% (Non-Alt rate: 94.2%)	2023-2024: All: 91.5% SWD: 74.9% EL: 78.5% LI: 89.9% FY: 43.5% Homeless: 86.7% (Non-Alt rate: 93.5%)	2024-2025: All: 94.3% SWD: 83.3% EL: 85.0% LI: 92.7% FY: 75.0% Homeless: 86.8% (Non-Alt rate: 96.0%)	All: 94.5% SWD: 80.5% EL: 84.0% LI: 92.8% FY: 67.0% Homeless: 89.7% (Non-Alt rate: 96.7%)	All: +1.8% SWD: +4.8% EL: +3.0% LI: +1.9% FY: +10.0% Homeless: -0.9% (Non-Alt rate: +1.8%)
M1.2	UC/CSU 'A-G' subject requirements (% of graduates meeting requirements) *(RFEP from CCI File. All other student group data from DataQuest, as available)*	2022-2023: All: 56.1% SWD: 12.7% EL: 16.4% LI: 47.3% FY: 15.4% RFEP: 63.4%	2023-2024: All: 58.2% SWD: 12.8% EL: 19.6% LI: 49.8% FY: 0.0% RFEP: 64.8%	2024-2025: All: 58.9% SWD: 14.7% EL: 28.2% LI: 50.9% FY: 14.3% RFEP: 59.0%	All: 59.1% SWD: 15.7% EL: 19.4% LI: 50.3% FY: 18.4% RFEP: 66.4%	All: +2.8% SWD: +2.0% EL: +11.8% LI: +3.6% FY: -1.1% RFEP: -4.4%
M1.3	A-G deficiency Grads missing one A-G subject area	2022-2023: Missing 5 credits or less: 5.1% (181/3548) Missing any number of credits in just one subject area: 10.6% (376/3548)	2023-24 Missing 5 credits or less: 4.7% (160/3371) Missing any number of credits in just one subject area: 9.8% (329/3371)	2024-25 Missing 5 credits or less: 5% (173/3467) Missing any number of credits in just one subject area: 8.6% (298/3467)	Missing 5 credits or less: <5% Missing any number of credits in just one subject area: <10%	Missing 5 credits or less: 0.1% improvement Missing any number of credits in just one subject area: 2% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.4	Smarter Balanced (SBAC) English Language Arts (% of students scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: All: 72% SWD: 22% EL: 12% RFEP: 82% LI: 65% All: +54.2 DFS SWD: –110.6 DFS EL: –63.4 DFS HOM: –25 DFS LI: +32.8 DFS	2023-2024: All: 69% SWD: 22% EL: 11% RFEP: 79% LI: 61% All: +45.7 DFS SWD: -102.5 DFS EL: -64.8 DFS HOM: -44.5 DFS LI: +25.5 DFS	2024-2025: All: 67% SWD: 19% EL: 11% RFEP: 75% LI: 60% All: +40.2 DFS SWD: -111.9 DFS EL: -54.4 DFS HOM: -50.1 DFS LI: +20.6 DFS	All: 74% SWD: 24% EL: 15% RFEP: 85% LI: 68% All: +63.2 DFS SWD: –101.6 DFS EL: –54.4 DFS HOM: –16 DFS LI: +41.8 DFS	All: -5% SWD: -3% EL: -1% RFEP: -7% LI: -5% All: -14.0 DFS SWD: -1.3 DFS EL: +9.0 DFS HOM: -25.1 DFS LI: -12.2 DFS
M1.5	Smarter Balanced (SBAC) Mathematics (% of students scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: All: 43% SWD: 8% EL: 3% RFEP: 49% LI: 34% All: –38.1 DFS SWD: –196 DFS EL: –145 DFS HOM: –132.5 DFS LI: –68.4 DFS	2023-2024: All: 44% SWD: 8% EL: 8% RFEP: 49% LI: 34% All: -36.2 DFS SWD: -179.6 DFS EL: -138.6 DFS HOM: -154.2 DFS LI: -63.1 DFS	2024-2025: All: 47% SWD: 9% EL: 10% RFEP: 49% LI: 37% All: -18.1 DFS SWD: -188.5 DFS EL: -115.1 DFS HOM: -131.8 DFS LI: -49.9 DFS	All: 46% SWD: 11% EL: 6% RFEP: 53% LI: 37% All: –29.1 DFS SWD: –187 DFS EL: –136 DFS HOM: –123.5 DFS LI: –59.4 DFS	All: +4% SWD: +1% EL: +7% RFEP: 0% LI: +3% All: +20.0 DFS SWD: +7.5 DFS EL: +29.9 DFS HOM: +0.7 DFS LI: +18.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.6	California Science Test (CAST) (% of students scoring at achievement levels Standard Met & Exceeded)	2022-2023: All: 48% SWD: 11% EL: 3% RFEP: 52% LI: 38%	2023-2024: All: 46% SWD: 15% EL: 2% RFEP: 49% LI: 36%	2024-2025: All: 46% SWD: 9% EL: 3% RFEP: 51% LI: 38%	All: 51% SWD: 14% EL: 6% RFEP: 55% LI: 40%	All: -2% SWD: -2% EL: 0% RFEP: -1% LI: 0%
M1.7	Early Assessment Program (EAP) English Language Arts Prepared for college: “College-ready” (SBAC ELA Achievement Level 4 - Standard Exceeded)	2022-2023: All: 40% SWD: 5% EL: 0% RFEP: 46% LI: 33%	2023-2024: All: 37% SWD: 7% EL: 0.4% RFEP: 43% LI: 29%	2024-2025: All: 36% SWD: 3% EL: 1.2% RFEP: 39% LI: 29%	All: 43% SWD: 8% EL: 3% RFEP: 49% LI: 36%	All: -4% SWD: -2% EL: +1.2% RFEP: -7% LI: -4%
M1.8	Early Assessment Program (EAP) English Language Arts Prepared for college: “Conditionally-ready” (SBAC ELA Achievement Level 3 – Standard Met)	2022-2023: All: 31% SWD: 16% EL:12 % RFEP: 36% LI: 32%	2023-2024: All: 32% SWD: 15% EL: 10% RFEP: 36% LI: 32%	2024-2025: All: 32% SWD: 16% EL: 10% RFEP: 36% LI: 31%	All: 34% SWD: 19% EL: 15% RFEP: 39% LI: 35%	All: +1% SWD: 0% EL: -2% RFEP: 0% LI: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.9	Early Assessment Program (EAP) Mathematics Prepared for college: "College-ready" (SBAC Math Achievement Level 4 - Standard Exceeded)	2022-2023: All: 20% SWD: 3% EL: 0% RFEP: 24% LI: 15%	2023-2024: All: 21% SWD: 4% EL: 1% RFEP: 26% LI: 16%	2024-2025: All: 25% SWD: 2% EL: 3% RFEP: 27% LI: 19%	All: 23% SWD: 6% EL: 3% RFEP: 27% LI: 18%	All: +5% SWD: -1% EL: +3% RFEP: +3% LI: +4%
M1.10	Early Assessment Program (EAP) Mathematics Prepared for college: "Conditionally-ready" (SBAC Math Achievement Level 3 – Standard Met)	2022-2023: All: 23% SWD: 5% EL: 3% RFEP: 26% LI: 19%	2023-2024: All: 23% SWD: 4% EL: 6% RFEP: 23% LI: 18%	2024-2025: All: 22% SWD: 6% EL: 7% RFEP: 22% LI: 18%	All: 26% SWD: 8% EL: 6% RFEP: 29% LI:22%	All: -1% SWD: +1% EL: +4% RFEP: -4% LI: -1%
M1.11	Teacher misassignments, assignments, and credentialing (Local Indicator)	2023: Local Indicator MET on CA Dashboard. 85% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	2024: Local Indicator MET on CA Dashboard. 84.9% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	2025: Local Indicator MET on CA Dashboard. 84.1% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	Local Indicator MET on CA Dashboard. >90% of Teachers clear for teaching Based on Local Indicator on CA Dashboard	Local Indicator remains at MET on CA Dashboard. -0.9% Based on Local Indicator on CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.12	Access to a broad course of study (Local Indicator)	2022-2023: 100% of HBUHSD students have access to a broad course of study 2023: Local Indicator MET on CA Dashboard.	2023-2024: 100% of HBUHSD students have access to a broad course of study 2024: Local Indicator MET on CA Dashboard.	2024-2025: 100% of HBUHSD students have access to a broad course of study 2025: Local Indicator MET on CA Dashboard.	100% of HBUHSD students have access to a broad course of study Local Indicator MET on CA Dashboard.	0% difference *(Metric remains at 100%)* Local Indicator remains at MET on CA Dashboard.
M1.13	Implementation of State Standards (Local Indicator: State's reflection tool)	2022-2023: 100% 2023: Local Indicator MET on CA Dashboard.	2023-2024: 100% 2024: Local Indicator MET on CA Dashboard.	2024-2025: 100% 2025: Local Indicator MET on CA Dashboard.	100% Local Indicator MET on CA Dashboard.	0% difference *(Metric remains at 100%)* Local Indicator remains at MET on CA Dashboard.
M1.14	Textbooks (access to standards-aligned instructional materials)	2022-2023: 100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	2023-2024: 100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	2024-2025: 100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	100% of HBUHSD students have access to standards-aligned textbooks/ instructional materials.	0% difference *(Metric remains at 100%)*

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2024-25 LCAP Goal 1 had 10 actions. In Goal 1, Actions 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, 1.9 and 1.10 were implemented as planned. While there are differences between budgeted expenditures and estimated actual expenditures, this response will describe the differences, challenges, and success in the implementation of planned actions.

In Action 1.2, instructional aides were provided extra duty hourly compensation for student support services outside of their contracted hours. In Action 1.3, the process for the adoption of new Biology, French, and Advancement Placement textbooks was delayed and the order was moved to the 2026-27 fiscal year, for a start date of fall 2026 implementation of the new materials. Implementation of Action 1.4 (Resources to Support Access) was estimated based on prior site plans and anticipated spending on necessary “instructional materials, supplies, and/or other resources to support classroom needs in all content areas.” This action is based on site-based plans developed in the prior spring season, and therefore, schools have an option to update their plans, which could include some personnel related costs to support school strategies for student success. One consideration for the differences between planned and actual implementation for Action 1.4 would be the availability of multiple funding one-time sources. Schools are strategic with school spending based on the rules for allowable expenditures for various funding sources. Adjustments in school level plans impact the overall actual expenditures seen in Local Control Funding Formula. In Action 1.5, there was a reduction in the number of anticipated new teachers, due to declining enrollment. The New Teacher Induction program was still implemented as planned, with fewer new teachers. In Action 1.7, the district was able to initiate additional technology projects, including a new computer leasing program for staff devices.

The implementation of professional development in HBUHSD continues to be a notable success (Action 1.6). During the year, the district expanded professional learning opportunities focused on Student Ownership and the District Learning Model, reinforcing a shared vision for teaching and learning across all sites. Districtwide professional development related to Constructing Meaning also continued, supporting teachers in strengthening instructional practices that promote academic language development and student engagement. The district's consistent instructional focus and commitment to professional learning have been well received by staff. Results from the annual LCAP Staff Survey include several measures related to professional development and are disaggregated by site-based and non-site-based staff. Among certificated staff, 80 percent responded favorably to the statement, "The district provides useful professional development opportunities for all employees." These results suggest that staff value the district's investment in professional learning and recognize its contribution to supporting effective instructional practices and continuous improvement.

A continuing challenge is the coordination of multiple ongoing and one-time funding sources that often have overlapping allowable uses. Effective implementation requires ongoing collaboration with site administrators, staff, and educational partners to align priorities, funding requirements, and timelines. This complexity can make long-term planning difficult and may result in adjustments between initial plans and actual implementation as funding opportunities, needs, and circumstances evolve. Another challenge related to Goal 1 involves meeting the district's ongoing technology needs (Actions 1.7 and 1.8). Maintaining current and effective technology infrastructure requires regular device replacement cycles, system upgrades, and investments in emerging technologies. In particular, the rapid evolution of Artificial Intelligence (AI) has generated significant interest and discussion regarding its role in teaching and learning. Educational partners have

expressed varying perspectives on the use of AI, along with a growing demand for professional learning to support its effective and responsible implementation. As technology companies continue to innovate and introduce new tools, the district must continuously adapt its systems, practices, and professional development efforts to keep pace with this changing landscape.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Although actions in Goal 1 were implemented as planned, strategic funding decisions for the closeout of one-time funds required adjustments in how actions were funded. This resulted in differences between budgeted expenditures and the calculation of estimated actual expenditures for the 2025-26 school year. In Goal 1, the estimated actual expenditures for five actions were higher than budgeted expenditures and five were lower than budgeted expenditures, although not all would be considered material differences.

For Action 1.1 (Effective Instruction), estimated actual expenditures were lower than budgeted. Salary adjustments associated with staffing changes, including new hires and replacement positions, were incorporated during First Interim. In addition, the district strategically utilized available one-time state funding to support a portion of teacher salary costs, reducing expenditures charged to this action.

For Action 1.2 (Academic Intervention and Support), estimated actual expenditures were higher than budgeted. During the year, expenditures increased due to additional hours needed for Instructional Support Services and staffing adjustments associated with a job classification study completed in 2025-26. These changes resulted in personnel costs that exceeded the original budget estimate.

For Action 1.3 (Implementation of State Standards), estimated actual expenditures were lower than budgeted because planned textbook purchases were deferred to the 2026-27 school year. As a result, expenditures for instructional materials were less than originally anticipated during 2025-26.

Action 1.4 (Resources to Support Course Access) experienced significantly higher expenditures than budgeted. During implementation, instructional software subscriptions previously budgeted under Technology Services were reallocated to this action because they more appropriately support student access to coursework. A portion of the increase is also attributable to the district's budgeting practice of initially placing certain LCFF Supplemental funds in a centralized holding account and reallocating those funds throughout the year as school sites refine and adjust their spending plans based on student needs.

For Action 1.5 (Teacher Induction and Support), estimated actual expenditures were lower than budgeted due to a decrease in the number of newly hired teachers participating in induction and related support programs compared to prior years. As participation levels were lower than anticipated, expenditures for this action were correspondingly reduced.

For Action 1.6 (Professional Learning), estimated actual expenditures were lower than budgeted due to the availability and strategic use of one-time state funding sources that supported professional development activities during 2025-26, reducing the need to utilize LCFF funds for these expenditures.

For Action 1.7 (Technology Infrastructure and Support), estimated actual expenditures exceeded budgeted expenditures due to increased technology projects implemented during the year and the addition of staff computer lease costs beginning in 2025-26.

For Action 1.8 (Instructional Technology and Library Resources), estimated actual expenditures were higher than budgeted due to increased personnel costs, including additional hours worked, health and welfare costs, and payroll benefit adjustments. Expenditures

also increased as a result of additional instructional software subscriptions and technology resources purchased to support school sites and classrooms.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The 2025-26 LCAP Goal 1 actions supported the district in maintaining progress toward the goal.

The grouping of Actions 1.1, 1.2, 1.3, and 1.6 were expected to increase student performance results on the state assessments. These actions are directly related to the instructional core of our educational system. Upon review of results, academic achievement has been relatively stable. The percentage of students scoring at achievement levels *Standard Met* and *Standard Exceeded* in English Language Arts was 72% in 2023, 69% in 2024 and 67% in 2025. In mathematics, the percentage of students meeting and exceeding standards was 43% in 2023, 44% in 2024 and 47% in 2025. Despite the slight decrease in ELA scores, HBUHSD outperforms 11th graders in the state (2025: ELA 57%, math 30%) and Orange County (2025: ELA 63%, math 41%).

Actions 1.9 and 1.10 are aligned with district progress monitoring practices and identification of student needs. These actions have supported the district in maintaining stability in key Goal 1 metrics, including graduation rates and A-G completion rates. Overall, available state and local data indicate that these actions implemented under Goal 1 were effective in supporting student achievement, maintaining high levels of academic performance, and advancing the district's vision for teaching and learning. Overall, the data indicate that the actions implemented in Goal 1 were effective in supporting progress.

Actions 1.2, 1.9, 1.10, and 2.3 support contributing actions related to Supplemental Learning Opportunities. Metrics include: M1.1 (graduation rate), M1.3 (A-G deficiency), M1.4 (SBAC ELA), M1.5 (SBAC math), M3.13 (resources), and M3.14 (tutoring). Current difference from baseline: M1.1, 1.8% increase; M1.3, 0.1% and 2% improvement; M1.4, -5% decrease; M1.5, 4% increase; M3.14, 1% drop in favorable response rate and 1% from target.

Actions 1.4 and 1.8 support contributing actions related to Instructional Technology and Other Resources. Metrics include: M3.13 (resources) and M3.15 (technology). Target is to maintain favorable response rate of 93% for M3.13 and 92% for M3.15. Currently maintaining rate with no change from baseline at 93% and 92%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2025-26 LCAP Goal 1 Action Titles were maintained for the 2026-27 LCAP. HBUHSD and the LCAP Committee believe the existing action titles reflect all the necessary components of the district system that contribute to student success. The primary changes for 2026-27 reflect refinements to action descriptions, greater specificity regarding implementation, and alignment with emerging district priorities related to technology, artificial intelligence (AI), digital citizenship, data use, and professional learning.

Based on reflections from prior practice, Goal 1 remains substantially unchanged for the 2026-27 school year. Educational partners and district staff continue to support the district's focus on high-quality instruction, curriculum, assessment, technology, and systems of support as foundational components of student success. As a result, no significant changes were made to the goal, metrics, or desired outcomes.

Several actions were refined to provide greater clarity regarding implementation and expected outcomes. Action descriptions were updated to more clearly articulate how services support student achievement and align with the district's Student Ownership Framework. Professional development activities in Action 1.6 were expanded to reflect the use of Learning Recovery Emergency Block Grant (LREBG) funds and to strengthen the connection between professional learning, instructional practice, and student outcomes.

Technology-related actions were updated to reflect the increasing importance of artificial intelligence (AI), digital citizenship, media literacy, and the ethical use of technology. Actions 1.7 and 1.8 include additional language related to AI literacy, staff capacity building, responsible technology use, student data privacy, and ongoing evaluation of digital tools and resources. Library and media services descriptions were also expanded to emphasize literacy, equitable access to resources, multilingual materials, and continuous improvement through data analysis and collaboration.

Action 1.9 (Data and Assessment) and Action 1.10 (Multi-Tiered System of Support) were revised to provide greater specificity regarding the use of data, progress monitoring, instructional decision-making, early intervention, and integrated supports for students. These refinements strengthen alignment between district initiatives and ongoing efforts to improve outcomes for all students, particularly English learners, low-income students, and foster youth.

Overall, changes for 2026-27 reflect a refinement and clarification of existing practices rather than a change in strategic direction.

Action 1.6, Professional Development has been revised to include LREBG funding.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action	Title	Description	Total Funds	Contributing
1.1	Effective Instruction	(Student Ownership Framework: Instruction) All learning is driven by highly engaging, effective, and efficient instruction. HBUHSD will support student learning by recruiting and retaining highly qualified teachers, administrators, and classified support staff. ● Fully credentialed and appropriately assigned teachers will implement effective instruction to support all students toward meeting academic goals. Teachers will implement a Learning Model that incorporates the elements of best, first instruction. ● Site administrators will manage school operations and serve as instructional leaders. ● Classified support staff will provide efficient and reliable support to school operations and contribute to a welcoming environment for students and parents. ● Other district personnel will support schools in providing quality programs and ensure all county, state, and federal regulations are met. ● Maintain a competitive salary schedule to recruit highly qualified staff who will work to achieve positive student outcomes. ● Continue to monitor teacher assignments to ensure appropriate placement based on credentials.	$109,629,045	N
1.2	Instructional Support Services	HBUHSD will provide instructional support personnel to support student needs in the classroom. • Provides instructional support personnel to support the needs of English learners, particularly newcomers at the Emerging level of language proficiency, where feasible. • Ensure that English learners, low-income students, and foster youth have access to the full range of college preparatory courses and receive supplemental support needed to address any credit deficiencies and meet graduation requirements.	$319,147	Y

Action	Title	Description	Total Funds	Contributing
1.2	Instructional Support Services (continued)	• Increase access to A-G courses and provide support for student success in A-G courses. • Provide professional development and support through teacher facilitators. LEA-wide instructional support staff services are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. Services will benefit educationally disadvantaged youth in need of additional intervention support, smaller instructional grouping strategies, and differentiated instruction. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students.		
1.3	Implementation of State Standards	(Student Ownership Framework: Curriculum) All student learning is driven by a standards-based curriculum with measurable and achievable outcomes. HBUHSD will ensure that all students will have appropriate standards-aligned textbooks and/or instructional materials, including digital instructional materials, and will be enrolled in all required areas of study. Core competencies will be aligned through the development of a standards-based scope and sequence for each course.	$4,439,191	N
1.4	Resources to Support Course Access	HBUHSD will maintain instructional materials, supplies, and/or other resources to support classroom needs in all content areas. LEA-wide resources to support course access are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This action supports students by increasing and improving the opportunities for hands-on learning and real-world application of concepts taught in content areas. Expenditures in this action are intended to: ● Improve program quality, student engagement, and student access to programs.	$861,796	Y

Action	Title	Description	Total Funds	Contributing
1.4	Resources to Support Course Access (continued)	● Support program needs in all content areas to provide a well-rounded education, including, but not limited to: English language arts, academic language/writing skills, English language development, mathematics, science, history/social studies, world language programs, physical education, visual and performing arts, and Career Technical Education (CTE) programs. ● Supplement support for students with specific needs (including specialized program curriculum and support), including academic, behavioral, social-emotional, and other wellness needs. ● For school level plans, please visit school websites, listed on page one of this plan. This contributing action will improve student engagement, equity and access to educational resources, academic indicator, and A-G completion for EL, FY, LI students.		
1.5	New Teacher Induction and Support	The HBUHSD Induction Program provides our candidates with an individualized, job-embedded system of mentoring, support, and professional learning for every teacher in their first two years in the profession. Beginning in their first year of teaching, our program guides candidates towards clearing their preliminary teaching credential as we prepare and inspire our candidates to meet the needs of all students through innovative learning. Candidates focus on strategies for working with different student populations and on instructional practices for differentiating instruction. The program is designed to support candidates in meeting each standard of the California Standards for the Teaching Profession	$199,062	N

Action	Title	Description	Total Funds	Contributing
1.6	Professional Development and Support for Certificated and Classified Staff	LREBG Action HBUHSD will continue to provide foundational and ongoing professional learning opportunities for certificated and classified staff. The district will develop and implement a cohesive program of district- and site-based professional learning to strengthen staff capacity, support effective instructional and operational practices, and improve student outcomes. ● State academic standards and content specific professional learning to support effective instructional practices and student achievement. ● Building teacher capacity and instructional leadership aligned to district/school priority initiatives and programs. ● Professional learning and leadership development opportunities for administrators. ● Collaboration with instructional staff to analyze, evaluate and refine instructional practices based on student needs and data. ● Professional learning opportunities for classified staff aligned to employee interests, job responsibilities, and district and school needs. Metrics being used to monitor the action: 1.4, 1.5 and 2.7, 2.9 LREBG Planned Expenditures - Funds supporting this action: $1,024,401 in 2026-27	$623,007	N

Action	Title	Description	Total Funds	Contributing
1.7	Information and Technology Services	The Information and Technology Services (ITS) Department will provide and sustain innovative, reliable, and accessible technology systems and services that support high-quality teaching, learning, and operational effectiveness across the district. • Through collaborative partnerships with students, families, and staff, ITS will deliver technology infrastructure, tools, professional learning, and support that promote equitable access to digital resources, enhance instructional practices, and ensure the safe, ethical, and effective use of technology. • ITS will lead the strategic planning, implementation, and continuous improvement of district technology systems, ensuring alignment with instructional goals, student needs, and emerging technologies, including artificial intelligence (AI). The department will support the integration of AI-enabled tools by building staff capacity, providing guidance on appropriate and ethical use, and promoting AI literacy to enhance teaching, learning, and productivity while maintaining academic integrity and awareness of bias and limitations. • ITS will support the implementation of a comprehensive digital citizenship framework to equip students with the knowledge and skills to navigate digital environments responsibly. This includes promoting online safety, privacy awareness, media and information literacy, responsible technology use, and critical thinking about digital content and emerging technologies. Through these efforts, ITS will empower all users to utilize technology effectively while building the digital competencies and dispositions necessary for success in college, career, and an increasingly complex digital world.	$7,013,898	N

Action	Title	Description	Total Funds	Contributing
1.8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	HBUHSD will continue to ensure equitable access to technology tools, digital resources, and learning supports for all students. Instructional technology and library/media services are principally directed to support the identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. Instructional Technology: • Continue providing all students with access to a district-issued digital device, such as a tablet or laptop, to support equitable access to learning opportunities and digital resources. • Strategically utilize digital tools and platforms across all subject areas to enable personalized instruction, provide data-informed interventions, promote student creativity and collaboration, and cultivate the technological fluencies necessary for navigating our digital age. • Refine the implementation of policies, professional learning, and support systems focused on the effective, ethical, safe, and equitable use of AI-enabled technologies in teaching, learning, and operational practices. • Continue evaluating instructional technology programs, platforms, and digital tools to assess alignment with instructional goals, usage and effectiveness, redundancy, accessibility, and student data privacy and security considerations. • Maintain systematic processes for reviewing, renewing, and sunsetting digital tools and resources to ensure alignment with curricular priorities, instructional effectiveness, fiscal responsibility, and robust safety and privacy standards. • Implement an integrated instructional program focusing on digital citizenship to empower students with the knowledge and mindsets to navigate the online world safely, think critically about technology's impacts, and leverage digital tools in a responsible and productive manner throughout their academic and professional careers.	$1,996,283	Y

Action	Title	Description	Total Funds	Contributing
1.8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning (continued)	Library/Media Services ● Continue providing extended access to district and site library/media resources through expanded library hours, access to printing services, and supportive learning environments for students. ● Integrate instruction and support related to digital literacy, media literacy, responsible digital citizenship, social media competency, effective research and search protocols, and the ethical and appropriate use of artificial intelligence (AI). ● Provide diverse, inclusive, and representative collections that include a wide range of reading levels, perspectives, languages, and formats to support varied student interests, identities, and academic needs. Prioritize multilingual resources and materials that support English learners and their families. ● Develop and maintain specialized collections and instructional resources aligned to school programs, curricular priorities, and student interests, while increasing student reading engagement through targeted resource selection, displays, circulation data analysis, survey feedback, and collaboration with teachers. ● Continue providing 24/7 access to digital library resources through effective asset management systems, ebooks, audiobooks, graphic novels/comics, digital databases, and state-released instructional resources and databases that support diverse learners and interests.		

Action	Title	Description	Total Funds	Contributing
1.8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning (continued)	• Strengthen collaboration between library/media staff and classroom teachers to align library services, instructional resources, and literacy initiatives with district and site instructional priorities. • Review and analyze annual library/media services reports and usage data to evaluate program effectiveness, identify areas for growth, and inform continuous improvement efforts aligned to student needs and district goals. This contributing action will improve equity and access to instructional technology and library/media resources, academic indicator, and A-G completion for EL, FY, LI students.		
1.9	Data and Assessment	(Student Ownership Framework: Assessment) All student learning is driven by regular assessment that guides instructional decision-making. HBUHSD will continue to strengthen systems of assessment, data analysis, and evaluation aligned to the district's Student Ownership Framework, with an emphasis on Assessment as a driver of teaching and learning. Student learning will be supported through the regular use of formative and summative assessment practices that guide instructional decision-making, monitor progress, and identify targeted student needs. • Support the implementation and consistent use of formative assessments, planned checks for understanding, and data-analysis protocols to monitor student learning, inform instruction, and provide timely interventions and enrichment opportunities.	$329,122	Y

Action	Title	Description	Total Funds	Contributing
1.9	Data and Assessment (continued)	• Analyze formative, summative, local, and state assessment data to identify trends, measure student progress, and guide instructional planning and continuous improvement efforts. • Utilize multiple measures and data sources, including state and local indicators, to evaluate student achievement, monitor progress toward district goals, and assess program effectiveness. • Provide data analysis, evaluation, and reporting services to support schools, district departments, and state and federal accountability requirements. • Strengthen staff capacity to interpret and apply student performance data to improve instructional practices, support equitable outcomes, and address disparities among student groups. • Use data to identify and respond to the academic and engagement needs of at-promise students, including English learners, low-income students, and foster youth, with a focus on addressing achievement gaps related to academic indicators, graduation rates, and college and career readiness outcomes. • Support ongoing collaboration among teachers, administrators, and staff to review student learning evidence, refine instructional practices, and align supports and interventions to student needs. Data and assessment services are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. Data is used to identify needs, inform instructional practices, and to evaluate effectiveness of programs, particularly to address the disparities in data as identified with at-promise students, including English learners, low-income students, and foster youth. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students.		

Action	Title	Description	Total Funds	Contributing
1.10	Multi-Tiered System of Support (MTSS)	HBUHSD will continue to strengthen the implementation of a Multi-Tiered System of Supports (MTSS) to ensure the alignment of academic, behavioral, social-emotional, and wellness systems necessary for student success. MTSS lead teachers at each comprehensive school site serve as instructional coaches who support the coordination of MTSS structures, facilitate professional learning, analyze student data, and collaborate with staff to strengthen Tier I instruction, targeted interventions, and student support systems. • Promote and provide professional learning opportunities for teachers, administrators, and support staff focused on the effective implementation of the MTSS framework, evidence-based practices, and integrated systems of support. • Support MTSS lead teachers in serving as instructional coaches and facilitators of site-based professional learning to strengthen Tier I instructional practices, collaboration, progress monitoring, and intervention systems. • Ensure systematic progress monitoring and early identification of student needs to provide timely academic, behavioral, attendance, and social-emotional interventions. • Continue implementing evidence-based instructional programs, intervention strategies, and student supports designed to improve outcomes for all students. • Maintain a focus on offering credit attainment options and continue to utilize research-based math and reading programs to close achievement gaps.	$210,000	Y

Action	Title	Description	Total Funds	Contributing
1.10	Multi-Tiered System of Support (MTSS) (continued)	• Implement programs, practices, and coordinated supports that address students' social-emotional wellness, mental health, school connectedness, and overall well-being. • Coordinate and align available services and programs offered through the district, school sites, and community-based organizations to provide integrated supports for students and families. MTSS-related support, strategies, and programs are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students. Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Huntington Beach HS/English Learners/Math (M1.5, M1.9, M1.10, M2.14)* ● *Implement effective MTSS monitoring and tracking to quickly identify students in need of additional supports, with an emphasis on English learners.* ● *Use MTSS Mentors to provide instructional support for students in classes and implement student conferencing to review progress, assign targeted interventions, and/or help students stay on track or get back on track.*		

Goal

Goal #	Description	Type of Goal
2	**HBUHSD will provide quality educational programs and services to increase academic achievement and college/career readiness for all students.**	**Broad Goal**

State Priorities addressed by this goal.

4 Pupil Achievement
8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

HBUHSD developed Goal 2 to focus our efforts toward assuring that students graduate from high school, ready for college and careers, and prepared to pursue the future of their choosing. The actions in Goal 2 focus on improving our desired outcomes for post-secondary readiness.

Our college and career-ready graduates will have:

- Met the UC/CSU entrance requirements.
- Mastery of rigorous knowledge and skills in core academic disciplines.
- The skills necessary to be successful in charting their postsecondary path.
- Successfully participated in postsecondary opportunities through advanced coursework (i.e., College Credit Courses, Advanced Placement, International Baccalaureate) as well as Career Technical Education (CTE) Pathways.

Each of our schools must continue to offer quality educational programs and services to ensure progress in this goal. Specific programs and services are determined based on the strengths and needs of each community served. This LCAP goal contains actions implemented at school sites, most of which benefit all students, but are particularly supportive of the needs of English learners, low-income students, and foster youth, and other at-promise students.

This goal also includes “limited” actions, which are those that are specifically targeted to a specific student group and their unique needs. These actions are intended to support student groups with observed achievement and/or opportunity gaps and increase/improve services. These include AP/IB Support (Goal 2, Action 5), English Learner Support (Goal 2, Action 7), Long Term English Learner Support (Goal 2, Action 8), Homeless and Foster Youth Supports (Goal 2, Action 9), and Special Education Supports (Goal 2, Action 10).

Note: All actions marked as “Contributing” with a “Y” to indicate “yes” are actions that are principally directed to address the identified needs of English learners, foster youth, and/or low-income students, collectively referred to as unduplicated students. For each action being provided on an LEA-wide basis, an explanation of how the action is intended to improve outcomes for unduplicated students and how these actions are effective in meeting the goals for these students, are contained in the plan section titled, *“Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2026-27.”*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	UC/CSU 'A-G' subject requirements (% of graduates meeting requirements) *(RFEP from CCI File. All other student group data from DataQuest, as available)*	2022-2023: All: 56.1% SWD: 12.7% EL: 16.4% LI: 47.3% FY: 15.4% RFEP: 63.4%	2023-2024: All: 58.2% SWD: 12.8% EL: 19.6% LI: 49.8% FY: 0.0% RFEP: 64.8%	2024-2025: All: 58.9% SWD: 14.7% EL: 28.2% LI: 50.9% FY: 14.3% RFEP: 59.0%	All: 59.1% SWD: 15.7% EL: 19.4% LI: 50.3% FY: 18.4% RFEP: 66.4%	All: +2.8% SWD: +2.0% EL: +11.8% LI: +3.6% FY: -1.1% RFEP: -4.4%
M2.2	A-G deficiency Grads missing one A-G subject area	2022-2023: Missing 5 credits or less: 5.1% (181/3548) Missing any number of credits in just one subject area: 10.6% (376/3548)	2023-24 Missing 5 credits or less: 4.7% (160/3371) Missing any number of credits in just one subject area: 9.8% (329/3371)	2024-25 Missing 5 credits or less: 5% (173/3467) Missing any number of credits in just one subject area: 8.6% (298/3467)	Missing 5 credits or less: <5% Missing any number of credits in just one subject area: <10%	Missing 5 credits or less: 0.1% improvement Missing any number of credits in just one subject area: 2% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.3	CTE Pathway completer rates of Cohort	*Revised Baseline* 2022-2023: 674 Completers (17.5%) (Cohort 3849) 1,191 Grade 12 Participants (29.2%)	2023-2024: 610 Completers (16.7%) (Cohort 3662) 963 Grade 12 Participants (26.3%) Postsecondary Enrollment Rate CTE Students: 80% CTE Pathway Completers: 84%	2024-2025: 789 Completers (21.5%) (Cohort 3668) 1,198 Grade 12 Participants (32.7%) Postsecondary Enrollment Rate CTE Students: 76% CTE Pathway Completers: 82%	Completers >14% Grade 12 Participants >32.2% Postsecondary Enrollment Rate CTE Students: >80% CTE Pathway Completers: >85%	Completers +4.0% *(Maintained above target)* Grade 12 Participants +3.5% *(Maintained above target)* Postsecondary Enrollment Rate CTE Students: -4%* CTE Pathway Completers: -2%* *(*from Year 1)*
M2.4	Combined A-G and CTE rate of Cohort	2022-2023: 439 students 11.4% *(Senior Eval Export)* *3548*	2023-2024: 418 students 11.4% *(no change in % rate)* *3662*	2024-2025: 492 students 13.4% *3668*	>12.4% students	+2.0%
M2.5	College enrollment data College enrollment immediately after high school (2yr+4yr) National Student Clearinghouse	Class of 2023: 79.2%	Class of 2024: 77.0%	Class of 2025: 75.1% (As of 11/20/2025) subject to increase	>82.2%	-4.1% (As of 11/20/2025) subject to change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.6	SAT/ACT	2022-2023: Average SAT score: Overall 1278 English 633 Math 644 *Revised Baseline* Fall 2023 (Gr 11) Average SAT: Overall 1297 English 637 Math 660 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: 26	Fall 2024 (Gr 11) Average SAT: Overall 1288 English 643 Math 645 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: 27.1	Fall 2025 (Gr 11) Average SAT: Overall 1235 English 621 Math 614 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: 27.7	Maintain scores above *College and Career Readiness Benchmarks* English 480 Math 530 Average Composite ACT Score: >26	Maintained above benchmarks Fall (Gr 11) Average SAT: Overall -62 English -16 Math -46 *(SAT Suite K-12 Reporting Portal)* Average Composite ACT score: +1.7
M2.7	College/Career Indicator (Dashboard) *(Change in labeling of Status levels in 2024)*	2022-2023: Status: High 55.9% prepared LI: Medium 47.7% prepared	2024: Status: Yellow 54.4% prepared LI: Yellow 47% prepared	2025: Status: Green 61% prepared LI: Green 54.1% prepared	Status: High/Green >58.9% prepared LI: High/Green >50.7% prepared	Change: +5.1% Change: +3.4%
M2.8	AP pass rates	2022-2023: 74.7% LI: 73.3%	2023-2024: 79.1% LI: 78.0%	2024-2025: 84.5% LI: 78.2%	>75% LI: >74%	+4.4% +4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.9	English Language Proficiency Assessments for California (ELPAC) progress English Learner Progress Indicator on CA Dashboard	2022-2023: Percent of Students at Level 4 (Well Developed) 9th Grade: 18.2% 10th Grade: 25.1% 11th Grade: 18.8% 12th Grade: 20.5% 2023 Dashboard: Green 49.8% making progress towards English language proficiency	2023-2024: Percent of Students at Level 4 (Well Developed) 9th Grade: 10.9% 10th Grade: 18.2% 11th Grade: 16.0% 12th Grade: 16.7% 2024 Dashboard: Red 39.6% making progress towards English language proficiency	2024-2025: Percent of Students at Level 4 (Well Developed) 9th Grade: 21.2% 10th Grade: 27.1% 11th Grade: 15.8% 12th Grade: 14.1% 2025 Dashboard: Yellow 42.9% making progress towards English language proficiency	Percent of Students at Level 4 (Well Developed) 9th Grade: 21.2% 10th Grade: 28.1% 11th Grade: 23.8% 12th Grade: 23.5% Dashboard: Green >60% making progress towards English language proficiency	Percent of Students at Level 4 (Well Developed) 9th Grade: +3.0% 10th Grade: +2.0% 11th Grade: -3.0% 12th Grade: -6.4% Dashboard: -6.9% Change
M2.10	Reclassification rate	2022-2023: 17.7%	2023-2024:19.3%	2024-2025: 15.7%	19.7%	-2.0%
M2.11	Long-term English learner rates Number/Percent of LTELs	2022-2023: 1,135 students of all students (21.7% of all “Ever-EL” or 7.8% of all students)	2023-24: 1,030 students of all students (20.4% of all “Ever-EL” or 7.3% of all students)	2023-24: 1,001 students of all students (20.3% of all “Ever-EL” or 7.2% of all students)	<5% of all students reduce the percent of students remaining in LTEL status	-0.6% of all students the percent of students remaining in LTEL status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.12	Programs and services enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency *(Semester data review of EL course enrollment in EL programs or opt out on file)*	2023-2024: 100%	2024-2025: 100%	2025-2026: 100%	100%	0% Change
M2.13	Smarter Balanced (SBAC) English Language Arts (% of English learners students scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 72% *(corrected)* EL: 12% All: +54.2 DFS EL: –63.4 DFS	2023-2024: HBUHSD All: 69% EL: 11% All: +45.7 DFS EL: -64.8 DFS	2024-2025: HBUHSD All: 67% EL: 11% All: +40.2 DFS EL: -54.4 DFS	HBUHSD All: 74% EL: 15% All: +63.2 DFS EL: -54.4 DFS	HBUHSD All: -5% EL: -1% All: -14.0 DFS EL: -9.0 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.14	Smarter Balanced (SBAC) Mathematics (% of English learners scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 43% EL: 3% All: –38.1 DFS EL: –145 DFS	2023-2024: HBUHSD All: 44% EL: 8% All: -36.2 DFS EL: -138.6 DFS	2024-2025: HBUHSD All: 47% EL: 10% All: -18.1 DFS EL: -115.1 DFS	HBUHSD All: 46% EL: 6% All: –29.1 DFS EL: –136 DFS	HBUHSD All: +4% EL: +7% All: +20.0 DFS EL: +29.9 DFS
M2.15	Smarter Balanced (SBAC) English Language Arts (% of students with disabilities scoring at achievement levels Standard Met & Exceeded) Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: HBUHSD All: 72% SWD: 22% All: +54.2 DFS SWD: –110.6 DFS	2023-2024: HBUHSD All: 69% SWD: 22% All: +45.7 DFS SWD: -102.5 DFS	2024-2025: HBUHSD All: 67% SWD: 19% All: +40.2 DFS SWD: -111.9 DFS	HBUHSD All: 74% SWD: 24% All: +63.2 DFS SWD: –101.6 DFS	HBUHSD All: -5% SWD: -3% All: -14.0 DFS SWD: -1.3 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.16	Smarter Balanced (SBAC) Mathematics (% of students with disabilities scoring at achievement levels Standard Met & Exceeded)	2022-2023: HBUHSD All: 43% SWD: 8%	2023-2024: HBUHSD All: 44% SWD: 8%	2024-2025: HBUHSD All: 47% SWD: 9%	HBUHSD All: 46% SWD: 11%	HBUHSD All: +4% SWD: +1%
	Dashboard [Distance from Standard: DFS reported as + (points above) or – (points below)]	All: –38.1 DFS SWD: –196 DFS	All: -36.2 DFS SWD: -179.6 DFS	All: -18.1 DFS SWD: -188.5 DFS	All: -29.1 DFS SWD: -187 DFS	All: +20.0 DFS SWD: +7.5 DFS

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2025-26 LCAP Goal 2 included 10 actions. In Goal 2, all actions were implemented as planned to achieve the articulated goal, with the exception of minor adjustments related to the timing of implementation and the use of alternative funding sources.

A significant success during the year was the continued expansion of the district's comprehensive counseling program. Additional counseling positions were added to support students' academic planning, college and career readiness, and social-emotional needs. The district also continued to implement supports for English learners, foster youth, homeless youth, students with disabilities, and other student groups requiring targeted assistance.

Another area of success was the continued focus on English learner programs. Professional development opportunities, including Constructing Meaning (CM) and Systematic ELD, continued to support staff in strengthening instructional practices and promoting language development. Schools also continued to utilize progress monitoring tools and data review processes to identify students in need of additional support and intervention.

One challenge continues to be addressing persistent performance gaps among student groups, including English learners, foster youth, homeless youth, and students with disabilities. Educational partners continue to express the need for additional communication, training, and coordination around available programs, services, and supports to ensure students receive timely interventions and equitable access to opportunities.

Another challenge is coordinating multiple funding sources with overlapping allowable uses. Strategic decisions regarding the use of federal, state, local, and one-time funds require ongoing adjustments throughout the year to maximize available resources while maintaining planned services and supports for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Although Goal 2 actions were implemented as planned, differences between budgeted expenditures and estimated actual expenditures occurred due to the timing of program implementation, the strategic use of federal and one-time grant funding sources, staffing adjustments, and lower-than-anticipated expenditures in several program areas. In Goal 2, the estimated actual expenditures for two actions were higher than budgeted expenditures and eight were lower than budgeted expenditures, although not all would be considered material differences.

For Action 2.1 (School Counseling Program), estimated actual expenditures exceeded budgeted expenditures due to the continued implementation and expansion of the district's comprehensive counseling program. Additional counselor positions were added during 2025-26, resulting in higher personnel costs than originally budgeted.

For Action 2.2 (Career Technical Education), estimated actual expenditures were lower than budgeted due to staffing adjustments associated with Career Technical Education Incentive Grant (CTEIG) funded positions and matching fund requirements.

For Action 2.3 (Attendance Recovery and Intervention Programs), estimated actual expenditures were lower than budgeted because implementation of the Attendance Recovery Program occurred primarily during the second semester of the school year. In addition, expenditures associated with Saturday School programming were lower than originally anticipated.

For Actions 2.4 (Tutoring and Academic Support) and 2.5 (Advanced Placement Support), estimated actual expenditures were lower than budgeted due to the availability and strategic use of federal and one-time grant funding sources. These alternative funding sources reduced the need to utilize LCFF funds to support tutoring services and Advanced Placement student supports.

For Actions 2.7 and 2.8 (English Learner Services), estimated actual expenditures were lower than budgeted because planned purchases of supplemental instructional materials and supplies for English Learners and Long-Term English Learners were not fully implemented during the 2025-26 school year.

For Action 2.9 (Homeless and Foster Youth Services), planned services were implemented using available federal funding sources, resulting in no expenditures charged to this action during 2025-26.

For Action 2.10 (Translation and Interpretation Services), estimated actual expenditures were lower than budgeted because the district required fewer contracted interpretation and translation services than originally anticipated during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

For Actions 2.7 and 2.8, related to English learner programs, reflections on prior year outcomes for English learners continue to show a need for improvement. Course placement and professional development for teachers to implement strategies to support English learners, and progress monitoring are key elements of Action 2.7. English Learner Progress Indicator (ELPI) data on the 2024 Dashboard was Red. The district's performance level improved to Yellow for the 2025 Dashboard. This was an improvement. Progress monitoring reports produced by the districts were refined and distributed every 4.5 weeks. The district will continue to implement training for teachers and administrators, combined with reflective learning walks, ongoing coaching, progress monitoring, and accountability initiatives. The Distance From Standard (DFS) for English learners increased for both ELA at 10.4 points and math at 23.5 points. For students with disabilities, the DFS declined for both ELA at 9.4 points and math at 8.9 points.

A review of the metrics included in Goal 2 of the 2025-26 LCAP indicates that the district is maintaining progress toward the goal. This goal contains metrics aligned to post-secondary success, as aligned with Actions 2.1, 2.2, 2.4, and 2.5, such as A-G completion rates, A-G deficiency, college enrollment rates, and AP pass rates. This grouping of actions is intended to support college/career readiness. HBUHSD A-G completion rates increased from 56.1% in 2023 to 58.2% in 2024 to 58.9% in 2025. The Advanced Placement (AP) pass rate has again risen above the district's 70% goal, with a 2024 pass rate of 79.1% and increasing again in 2025 to a pass rate of 84.5%. These data appear to indicate that the actions implemented in Goal 2 were effective in supporting progress or maintaining progress.

Actions 2.1, 2.2, and 2.4 support contributing actions related to College and Career Support. Metrics include: M2.5 (college enrollment), M2.1 (A-G), M2.2 (A-G deficiency), and M2.7 (CCI) and perceptions of college/career support. Current difference from baseline show M2.5 decreased by 4.1%; M2.1 increased by 2.1%; and M2.2, 0.1% and 2% improvement; and M2., 5.1% improvement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior practice, Goal 2 remains substantially unchanged for the 2026-27 school year. Educational partners continue to support the district's focus on college readiness, career readiness, academic intervention, and targeted supports for student groups with identified needs. As a result, no significant changes were made to the goal, metrics, or desired outcomes. Revisions were made to Metrics M2.8 and M2.13. For M2.8, we corrected the reference to the school year for the Year 1 outcome. For M2.13, we made a 1% adjustment to the percent of all students scoring at achievement levels Standard Met and Standard Exceeded.

Several actions were refined to provide greater clarity regarding implementation and expected outcomes. College and career readiness actions were expanded to more clearly articulate the relationship between college readiness and career readiness, including increased emphasis on counseling services, career exploration, industry-recognized certifications, work-based learning opportunities, and equitable access to postsecondary pathways. The AVID action was updated to reflect the continued expansion of AVID Career Technical Education coursework approved through the University of California Office of the President (UCOP). Action Titles for 2.5 and 2.6 were

Actions supporting English learners, Long-Term English Learners, foster youth, homeless youth, and students with disabilities were revised to provide greater specificity regarding services, progress monitoring, family engagement, professional learning, and coordinated systems of support. These refinements reflect ongoing efforts to strengthen implementation, improve communication regarding available

supports, and ensure equitable access to programs and services for students with identified needs. Overall, changes for 2026-27 represent refinements and enhancements to existing practices rather than a change in strategic direction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College Readiness	HBUHSD schools will continue to provide programs, services, and supports that promote college readiness and help students explore a wide range of postsecondary pathways aligned to their strengths, interests, and goals. Programs and services include comprehensive counseling and advisement services, dual enrollment and other college credit course opportunities, the California College Guidance Initiative, and rigorous college preparatory coursework. ● Expand the use of college readiness tools, platforms, and individualized planning resources to help students identify strengths, interests, and goals while aligning coursework and postsecondary opportunities to future career pathways. ● Implement college and career exploration lessons and activities across grade levels to increase student awareness of postsecondary options, career pathways, financial aid opportunities, and college and career readiness expectations. ● Support cost associated with textbooks, instructional materials, and fees related to dual enrollment to expand equitable student access and participation. ● Support professional learning and collaboration opportunities related to the implementation and expansion of Advanced Placement (AP), International Baccalaureate (IB), dual enrollment, and college and career readiness initiatives.	$5,520,067	Y

Action #	Title	Description	Total Funds	Contributing
		• Expand access to counseling and advisement services to provide students with earlier, more frequent, and individualized support related to academic planning, A-G completion, career pathways, college admissions, financial aid, and postsecondary transitions. • Support the implementation of counseling teams and coordinated student support systems that strengthen college and career advising, intervention, and student engagement. • Promote awareness of multiple postsecondary pathways, emphasizing that A-G coursework supports both college and career readiness by developing transferable academic, communication, analytical, and problem-solving skills relevant to a variety of future opportunities. • Continue efforts to expand access to Seal of Biliteracy opportunities and multilingual pathways that support college, career, and civic readiness for diverse student populations. LEA-wide college readiness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in A-G completion and support equity and college access for EL, FY, LI students. (Note: Planned expenditures are coordinated with the Career Access Pathways Grant (CCAP) funds)		
2.2	Career Readiness	HBUHSD will continue to expand career readiness opportunities through student awareness, exploration, and participation in Career Technical Education (CTE) pathways aligned to the California Career Ready Practices and high-wage, high-skill, and in-demand careers identified through labor market information. CTE programs are aligned to state-approved standards and industry expectations and provide students with opportunities to explore career interests, develop technical and employability skills, and prepare for success in technical training programs, community colleges, universities, military service, and the workforce. Through coursework, work-based learning experiences, leadership development, and industry partnerships,	$492,283	Y

Action #	Title	Description	Total Funds	Contributing
2.2	Career Readiness (continued)	students gain meaningful exposure to a variety of career pathways while building transferable skills that support future success. HBUHSD recognizes that career readiness and college readiness are interconnected and complementary pathways that prepare students for life beyond high school. • Expand access to Career Technical Education pathways, including districtwide dual enrollment opportunities connected to CTE programs and career pathways. • Integrate CTSOs (Career Technical Student Organization) into CTE pathways to enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. • Continue to develop and distribute marketing materials, videos, and outreach resources to increase student, family, and community awareness of available CTE programs, pathway opportunities, industry certifications, and postsecondary options. • Support and expand high-quality work-based learning experiences, including field trips, guest speakers, job shadowing, internships, workplace experiences, mentorships, and career exploration activities that help students identify and prepare for future career opportunities through practical experience (work-based learning continuum). • Expand the number of industry partners and internship opportunities available to students, with a focus on offering a broader range of career sectors and ensuring equitable access across all schools.		

Action #	Title	Description	Total Funds	Contributing
2.2	Career Readiness (continued)	• Increase opportunities for students to earn industry-recognized certifications and credentials, including certifications such as OSHA, Adobe, CPR/First Aid, food handler certifications, and other pathway-aligned credentials that support career readiness and employability. • Continue hosting and expanding CTE and Community College Pathway Days and other career exploration events that connect students to postsecondary education, training programs, and career pathways. • Ensure equitable access to CTE programs, work-based learning opportunities, and career exploration experiences for English learners, low-income students, foster youth, and other student groups with identified needs. LEA-wide career readiness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in A-G completion for EL, FY, LI students, address equity and access, and provide additional opportunities for career exploration and preparation. [Note: Planned expenditures are coordinated with CTEIG, Perkins, K12 SWP, K-16 Collaborative, GSPP, and AIG.]		

Action #	Title	Description	Total Funds	Contributing
2.3	Extended Learning Opportunities – Interventions and Enrichment	HBUHSD will continue to provide extended learning opportunities for intervention and enrichment. Programs and services will address the academic needs of students who are credit deficient, skill deficient, and/or performing below grade-level standards, while also providing opportunities for acceleration, enrichment, and academic growth. Extended learning opportunities may include in-person and/or online tutoring, study skills support, remediation and intervention programs, credit recovery, enrichment activities, and supplemental academic supports provided during and beyond the instructional day. ● Maintain programs that offer tutoring and support for students. ● Continue providing students with a variety of credit recovery, remediation, and intervention options during the school year and summer to support progress toward graduation and postsecondary readiness. ● Provide summer learning opportunities that address student needs related to credit recovery, remediation, intervention, acceleration, and enrichment. ● Continue offering districtwide access to a 24/7 online tutoring platform to provide students with equitable academic support beyond the school day. ● Utilize data and progress monitoring practices to identify students in need of additional academic intervention and connect students with timely supports and services. ● Coordinate extended learning opportunities with school counselors, teachers, intervention staff, and MTSS processes to ensure supports are aligned to individual student needs. This contributing action will address the gaps in performance on the academic indicator and graduation rate for EL, FY, LI students. Specific actions to address areas of lowest performance:	$1,194,329	Y

Action #	Title	Description	Total Funds	Contributing
2.3	Extended Learning Opportunities – Interventions and Enrichment (continued)	Dashboard Focus (and associated metric) *Huntington Beach HS/Students with Disabilities/Math (M2.16)* ● *Provide small group settings for targeted support, including before and after school support and lunchtime support opportunities.* ● *Plan a Summer Bridge intervention class for incoming 9th graders to improve the transition to high school math coursework.* (Note: Planned expenditures are coordinated with federal Title I funds where applicable)		
2.4	Advancement Via Individual Determination (AVID)	HBUHSD will continue to implement and strengthen the Advancement Via Individual Determination (AVID) program to support college and career readiness, academic achievement, and student engagement while working to close opportunity gaps for students. AVID implementation will focus on building equitable access to rigorous coursework, strengthening student agency and academic skills, and fostering a culture of high expectations and postsecondary readiness across school sites. ● Building teacher capacity for embedding AVID strategies in instructional practice. ● Explicit teaching of skills and techniques for academic success. ● Creating an environment of high expectations. ● Providing one-to-one and/or small group tutorials. ● Maintaining strong student-teacher relationships. ● Building a culture of college and career readiness. ● Enhancing the AVID experience by supporting college visits/tours and other activities that promote the college-going culture.	$456,324	Y

Action #	Title	Description	Total Funds	Contributing
2.4	Advancement Via Individual Determination (AVID) (continued)	• Supporting professional development and collaboration opportunities related to the implementation of the district's AVID program. • Support the continued expansion and implementation of AVID Career Technical Education (CTE) coursework approved through the University of California Office of the President (UCOP), increasing opportunities for students to access rigorous, career-connected A-G aligned coursework. LEA-wide AVID implementation is principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in A-G completion and post-secondary enrollment rates for EL, FY, LI students.		
2.5	Advanced Placement (AP) and International Baccalaureate (IB) Support	HBUHSD will continue to supplement funding for low-income students participating in Advanced Placement (AP) and International Baccalaureate (IB) examinations to reduce financial barriers and expand equitable access to rigorous academic opportunities. • Promote equitable access to rigorous coursework, advanced academic programs, and college-level learning opportunities. • Support student participation in AP and IB programs as part of broader college and career readiness efforts. • Encourage increased enrollment, persistence, and successful completion of advanced coursework among historically underrepresented student groups. This limited contributing action supports increased participation in advanced coursework and postsecondary readiness opportunities for low-income students.	$32,000	Y

Action #	Title	Description	Total Funds	Contributing
2.6	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	HBUHSD will continue to support Science, Technology, Engineering, Arts, and Mathematics (STEAM) education initiatives that promote student engagement, creativity, critical thinking, and exploration of STEAM-related college and career pathways. Students will have opportunities to participate in STEAM-related courses, programs, clubs, competitions, and enrichment activities that support hands-on and interdisciplinary learning experiences. • Promote student participation in STEAM-related coursework, activities, clubs, and competitions. • Increase student awareness of STEAM-related college and career opportunities. • Support hands-on and interdisciplinary learning experiences aligned to the California Next Generation Science Standards (NGSS). • Assess program needs related to STEAM instructional materials, supplies, equipment, and resources. LEA-wide STEAM initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates. (Note: Expenditures in this action are embedded in Goal 1, Action 4, and supported based on site-level needs and student interests.)	$5,000	Y
2.7	English Learner Supports	HBUHSD will continue to implement programs and services designed to ensure English learners make annual progress toward English language proficiency while gaining full access to grade-level academic content and the California State Standards. English learners will receive both designated and integrated English Language Development (ELD) instruction and access to the core instructional program with supports designed to help students develop proficiency in English as rapidly and effectively as possible.	$1,174,234	Y

Action #	Title	Description	Total Funds	Contributing
2.7	English Learner Supports (continued)	Where feasible, school sites may establish Emerging Pathway course options and additional supports for newcomer students who have been enrolled in U.S. schools for less than two years. The HBUHSD Master Plan for English Learners provides the framework for implementation, monitoring, and evaluation of services for multilingual learners and students with varied language backgrounds. (Required program costs are embedded in Goal 1, Action 1.) Contributing actions include: ● Provide bilingual instructional support personnel, supplemental curriculum, instructional materials, and targeted interventions to support English learner progress toward English proficiency and academic success. ● The district ELD Facilitator will coordinate districtwide English learner systems and supports, including professional learning, instructional guidance, program implementation, and collaboration with school sites to support effective services for English learners. ● Site-level Program for English Learners (PEL) Coordinators will support the implementation of English learner services at the school site, which may include progress monitoring, assessment and placement support, coordination of interventions, collaboration with teachers and administrators, and parent engagement opportunities aligned to student and site needs. ● Provide parent and family engagement opportunities designed to support understanding of English learner programs, student progress, graduation requirements, and postsecondary pathways. ● Support professional learning focused on effective instructional strategies for English learners, including Constructing Meaning, Systematic ELD, academic language development, and scaffolding practices that increase access to rigorous instruction.		

Action #	Title	Description	Total Funds	Contributing
2.7	English Learner Supports (continued)	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *HBUHSD (District)/English Learners/ELA* *(M2.9, M2.10, M2.11, M2.13)* ● *Continue to implement the district's multi-year professional development plan specific to the implementation of programs and services for English learners (E.L. Achieve).* ● *Build internal capacity for ongoing coaching and support for teachers in supporting Constructing Meaning.* ● *Incorporate a specific instructional focus for Reflective Learning Walks that embeds integrated ELD strategies, including support for teacher leaders and administrative teams leading the work.* ● *Facilitate English Learner progress monitoring systems implemented districtwide.* ● *Support the implementation of EL instructional coaches focused on providing coaching and professional development, and direct student support for ELs.* *Marina HS/English Learners/ELA* *Ocean View HS/English Learners/ELA* *Huntington Beach HS/English Learners/Math* *Ocean View HS/English Learners/Math* *(M2.9, M2.10, M2.11, M2.13)* *Valley Vista HS/English Learners/College and Career, Graduation* *(M1.1, M2.2, M2.7)* ● *Use Reflective Learning Walks and other site-based professional development and collaboration opportunities [i.e., Marina Learning Series (MHS) and professional learning communities (OVHS)] to build capacity, shared vision, and commitment to improved outcomes for English learners.* ● *Build upon the use of IXL math as a diagnostic tool. IXL provides powerful insights that help teachers make more effective instructional decisions every day. With data from IXL's curriculum and the Real-Time Diagnostic, IXL Analytics makes it easy to amplify the impact on student growth.*		

Action #	Title	Description	Total Funds	Contributing
2.7	English Learner Supports (continued)	• *Continue to implement EL Cluster Class structures for master scheduling to ensure targeted integrated ELD supports are provided by trained teachers (HBHS).Convene an EL Improvement Team responsible for improvement efforts focused on outcomes for English learners (OVHS).* • *Utilize instructional coaches to provide ongoing coaching and support for teachers in the area of English learner support strategies (OVHS).* • *Improve systems for student progress monitoring and support by implementing Goal 4, Action 1: Student Support Facilitator and site-based coordinator of the English learner (PEL) program (VvHS).* This is a 'limited' contributing action supporting English learners. (Note: Planned expenditures for certificated staffing are embedded in Goal 1, Action 1, and supplemental program support is coordinated with Title III, Part A funds)		
2.8	Long Term English Learner Supports	HBUHSD will continue to provide targeted supports and programs for Long-Term English Learners (LTELs), defined as English learners who have been enrolled in U.S. schools for six or more years and have not yet met criteria for reclassification as Reclassified Fluent English Proficient (RFEP). The district recognizes the unique academic, linguistic, and social-emotional needs of LTEL students and will continue to evaluate and refine programs and practices designed to support language acquisition, academic achievement, engagement, and progress toward reclassification. English learners shall be designated as Reclassified Fluent English Proficient (RFEP) when they have acquired the English language skills necessary to access instruction and achieve academic success comparable to students of the same age or grade level whose primary language is English. Until reclassified, English learners will continue to receive designated and integrated English Language Development	$325,426	Y

Action #	Title	Description	Total Funds	Contributing
2.8	Long Term English Learner Supports (continued)	(ELD) instruction unless a parent exercises the right to decline services. The district convened a team of administrators and teacher leaders to discuss the unique needs of LTEL students and implications for programs. The following areas will support LTEL student progress: ● Assist LTEL students with their academic and non-academic needs and connect them to other school resources, including tutoring and instructional support, instructional resources, and wellness support and resources. ● Support teachers and administration in meeting the needs of their LTEL students and contributing to a more inclusive community, including the implementation of assessment and progress monitoring, full access to A-G and CTE, district and site PEL Coordinator support, and parent and family engagement opportunities. ● Provide quality programs specialized in strategies for supporting English language acquisition. Whenever feasible, create LTEL specific sections for designated ELD. Programs for designated ELD may be embedded within intentionally designed elective-driven content. ● Continue piloting and refining Designated ELD supports embedded within Study Skills X and other programs designed to support dually identified students. ● Provide professional learning opportunities focused on effective instructional practices, language development strategies, and culturally responsive approaches that support LTEL student achievement and reclassification outcomes. ● Empower LTEL students to become full participants in their school community through opportunities to build school connectedness, student engagement, connection, belonging, cultural awareness, significance, friendship, and community. ● Provide ongoing literacy and academic language development through Integrated ELD in all classes.		

Action #	Title	Description	Total Funds	Contributing
2.8	Long Term English Learner Supports (continued)	This is a ‘limited’ contributing action supporting English learners. (Note: Planned expenditures for certificated staffing are embedded in Goal 1, Action 1, and supplemental program support is coordinated with Title III, Part A funds)		
2.9	Homeless and Foster Youth Supports	HBUHSD will continue to provide supplemental services and coordinated supports for students experiencing homelessness and foster youth to promote school stability, academic success, engagement, wellness, and timely progress toward graduation and postsecondary opportunities. The district will maintain a district-level homeless and foster youth liaison as well as designated site-level contacts to support identification, coordination of services, advocacy, and student and family outreach. The district will continue ongoing collaboration with county child welfare agencies, mental health agencies, the Orange County Department of Education Foster Youth Services Coordinating Program, foster family agencies, placement providers, community-based organizations, and other agencies that provide care and services to foster and homeless youth. ● Continue implementing best practices that support the academic, behavioral, social-emotional, and wellness needs of foster youth and students experiencing homelessness. ● Support school sites with the implementation of systems for onboarding, monitoring, and supporting foster youth and homeless students. ● Continue to identify the homeless and foster 11th and 12th graders and meet with each student to educate them regarding the graduation credits exemption. ● Provide supplemental support for tutoring, remediation, transportation, extracurricular participation, and associated student fees and costs.	$5,000	Y

Action #	Title	Description	Total Funds	Contributing
2.9	Homeless and Foster Youth Supports (continued)	• Provide professional learning opportunities for staff focused on effective practices for supporting foster youth and students experiencing homelessness. • Maintain and annually update resource guides and informational materials for students, families, and staff. • Partner with agencies and organizations to provide counseling, wellness supports, resources, and case management services, as appropriate. • Improve attendance and reduce chronic absenteeism for homeless and foster youth. • Contract with agencies providing specific case management services, as appropriate. Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Fountain Valley HS/Homeless/Suspension (M3.5)* *Marina HS/Homeless/Suspension (M3.5)* ● *Refine standardized processes for handling cases that may result in suspension. District and site liaisons will be included in suspension meetings. Review protocols with administrative teams.* ● *Consider alternatives to suspension, depending on type of infraction, including the implementation of restorative practices, conflict mediation, and diversion programs. Provide opportunities for staff to be trained in programs.* *Valley Vista HS/Homeless/College and Career, Graduation (M1.1, M2.2, M2.7)* ● *Improve systems for student progress monitoring and support by implementing Goal 4, Action 1: Student Support Facilitator.* ● *Full-time social worker from Project Hope Alliance work one-on-one with students to develop plans designed to address barriers to academic progress and high school graduation, including academic support, mentoring, coordination with teachers for progress monitoring, connections to external resources (such as housing and healthcare), parent involvement, college and career support, and 24/7 access to case managers.*		

Action #	Title	Description	Total Funds	Contributing
2.9	Homeless and Foster Youth Supports (continued)	This is a 'limited' contributing action supporting foster youth and low-income/homeless students. (Note: Planned expenditures for items of cost are embedded in Goal 1, Action 4)		
2.10	Special Education Supports	HBUHSD will continue to provide a full continuum of special education programs, services, and supports designed to meet the diverse needs of students with Individualized Education Programs (IEPs). Through programs such as the Special Abilities Cluster (SAC), Vocational Opportunities with Instruction and Community Experiences for Students (VOICES), Pathways, Independence Diversity Educating All Students (IDEAS), and Endeavors, students with disabilities have opportunities to receive individualized instruction in accordance with their individual needs, and participate in comprehensive school experiences in the least restrictive environment appropriate to their needs. ● Maintain and provide co-teaching classes and sections based on student needs to support inclusive instructional practices and access to the least restrictive environment. ● Expand implementation of the Everyway curriculum and provide ongoing professional learning for staff supporting students with extensive support needs. ● Provide professional development for special education staff and case managers related to graduation requirements, the alternative pathway to diploma, college and career readiness, transition planning, and postsecondary opportunities for students with disabilities. ● Continue to provide professional development around data-informed IEP development, alignment between student strengths and goals, and transition planning supports. ● Continue providing targeted professional learning opportunities for staff aligned to identified student needs. ● Increase opportunities for students with disabilities to enroll in A-G eligible courses and other academic and career pathways.	$729,191	N

Action #	Title	Description	Total Funds	Contributing
2.10	Special Education Supports (continued)	• Assess needs for tools (such as assistive technology and supportive software) to support students with disabilities. • Continue to implement Unified Programs (e.g., Unified Sports, United Sound, Unified Cheer, and Unified Arts) to promote social inclusion through shared training and shared experiences. Expand programming to include competitive events. • Continue providing opportunities for parent and family engagement through activities such as the Community Advisory Committee (CAC), District College Night, and other informational and support events. Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *HBUHSD (District)/Students with Disabilities/Math (M2.16)* *Fountain Valley HS/Students with Disabilities/ELA & Math (M2.15, M2.16)* *Huntington Beach HS/Students with Disabilities/ELA & Math (M2.15, M2.16)* *Ocean View HS/Students with Disabilities/ELA & Math (M2.15, M2.16)* *Westminster HS/Students with Disabilities/College and Career (M2.7)* *Marina HS/Students with Disabilities/College and Career* *Ocean View HS/Students with Disabilities/College and Career* ● *Increase opportunities for special education teachers to collaborate with subject area specific general education teachers and site administrators.* ● *Include special education teachers in the Constructing Meaning (CM) cohort or provide other opportunities for special education teachers to collaborate around the application of CM strategies for students with disabilities.* ● *Implement effective MTSS monitoring and tracking to quickly identify students in need of additional supports, with an emphasis on students with disabilities.* ● *Provide small group settings for targeted support, including before and after school support and lunchtime support opportunities (HBHS).*		

Action #	Title	Description	Total Funds	Contributing
2.10	Special Education Supports (continued)	• *Plan a Summer Bridge intervention class for incoming 9th graders to improve the transition to high school math coursework (HBHS, OVHS, WHS)* • *Build a common understanding around the importance and benefits of state testing with all educational partners, to support high test participation rates, avoiding test participation rate penalties.* • *Support the implementation of interim assessments for ELA, math, and science. Prepare students to gain familiarity with the testing interface and tools.* • *Practice the application of designated supports and accommodations.* • *Schedule time for the analysis and interpretation of data related to student test results. Schedule time for teams to review curriculum, pacing, and standards for alignment with state assessments.* • *Build upon the use of IXL math as a diagnostic tool. IXL provides powerful insights that help teachers make more effective instructional decisions every day. With data from IXL's curriculum and the Real-Time Diagnostic, IXL Analytics makes it easy to amplify the impact on student growth.* • *Review impact of math pathways for students with disabilities to ensure proper placement and course offerings. (i.e., WHS Geometry X, Algebra 1X, Consumer Math X).* (Note: Planned expenditures are coordinated with state and federal funds for special education.)		

Goal

Goal #	Description	Type of Goal
3	**HBUHSD will provide supports for student wellness and a climate conducive to learning.**	**Broad Goal**

State Priorities addressed by this goal.

1 Basic Services (facilities)
3 Parental Involvement
5 Pupil Engagement
6 School Climate

An explanation of why the LEA has developed this goal.

HBUHSD believes ensuring equity in education is a necessary component in narrowing the achievement/opportunity gap. We provide evidence-based systems of support for all students to improve student outcomes. In addition to academic support, the district recognizes the need to coordinate systems for student wellness and to maintain a climate conducive to learning. The MTSS framework guides the coordination of these systems of support. This goal was developed to focus on strategies that would positively impact student outcomes for pupil engagement and school climate, as well as parent and family engagement.

Our students' attendance rates have remained consistent over the last five years with the most recent data showing a 96% attendance rate, which represents an increase of about 3%. While the CA School Dashboard does not include the Chronic Absenteeism Indicator as a metric for high school districts, the HBUHSD chronic absenteeism rate for the 2024-25 school year was 17.7% (in comparison to high school rates for OC = 18.5% and CA = 23.2%). We will continue to provide support to prevent absences from accumulating and students falling behind academically. We believe that student attendance is enhanced by caring individuals and trusted relationships. Our Multi-Tiered System of Support (MTSS) will continue to provide services to identify and meet the academic, behavioral, and social-emotional needs of all students with teachers knowing the name, face, and story of students they serve.

HBUHSD is committed to providing a safe and supportive learning environment. Students who feel safe and supported at school tend to have better school attendance and academic achievement. Results from the 2026 student survey indicate that 90% of our grades 9-12 students strongly agree/agree that they feel safe at their school.

Ongoing research shows that parent and family engagement in schools positively impacts student achievement, absenteeism, and graduation. HBUHSD will continue to partner with families and the community to support student progress towards graduating from high school. The district will also work to keep our schools a welcoming culture that encourages parent participation. Results from the 2026 parent survey indicate that 85% of our parents believe that their student’s school has a welcoming culture, and 91% of parents believe that they are greeted with courtesy and respect.

Note: All actions marked as “Contributing” with a “Y” to indicate “yes” are actions that are principally directed to address the identified needs of English learners, foster youth, and/or low-income students, collectively referred to as unduplicated students. For each action being provided on an LEA-wide basis, an explanation of how the action is intended to improve outcomes for unduplicated students and

how these actions are effective in meeting the goals for these students, are contained in the plan section titled, *"Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for LCAP Year 2026-27."*

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	LCAP Survey: Local climate survey on school safety (Local Indicator) Students Parents Staff	2024 Survey: % of favorable responses Students: 84% Parents: 92% Staff: 90%	2025 Survey: % of favorable responses Students: 89% Parents: 92% Staff: 89%	2026 Survey: % of favorable responses Students: 90% Parents: 90% Staff: 91%	% of favorable responses Students: 84% Parents: 92% Staff: 90%	% change of favorable responses Students: +6% Parents: -2% Staff: +1%
M3.2	LCAP Student Survey: Local climate survey on connectedness Students (Local Indicator)	2024 Survey: % of favorable responses Students: 84% of students feel their school has a positive learning environment. 88% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	2025 Survey: % of favorable responses Students: 88% of students feel their school has a positive learning environment. 92% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	2026 Survey: % of favorable responses Students: 88% of students feel their school has a positive learning environment. 91% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	% of favorable responses Students: >89% of students feel their school has a positive learning environment. >89% of students believe they have sufficient opportunities to participate in clubs, sports, programs, electives, or activities at this school they enjoy.	% change of favorable responses Students: +4% +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.3	LCAP Survey: Local climate survey on connectedness Parents Staff (Local Indicator)	2023-24: % of favorable responses Parents: 90% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: 97% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	2025 Survey: % of favorable responses Parents: 88% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: 97% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	2026 Survey: % of favorable responses Parents: 88% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: 96% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	% of favorable responses Parents: >90% of parents agree that the school provides a wide array of academic, cultural, and personal experiences to engage students. Staff: >97% of staff believe that students have opportunities to engage in school programs or activities that they enjoy.	% change of favorable responses Parents: -2% Staff: -1%
M3.4	Facilities ratings (Local Indicator) Facility rating on SARCs (School Accountability Report Card) SARC	2022-2023: Overall facility rate of 'Exemplary': CHS, HBHS, EHS, FVHS, VvHS, Overall facility rate of 'Good': MHS, OVHS, WHS	2023-2024: Overall facility rate of 'Exemplary': CHS Overall facility rate of 'Good': EHS, FVHS, HBHS, MHS, OVHS, VvHS, WHS	2024-2025: Overall facility rate of 'Exemplary': CHS, OVHS, WHS Overall facility rate of 'Good': EHS, FVHS, HBHS, MHS, VvHS	Overall facility rate of 'Exemplary': CHS, HBHS, EHS, FVHS, MHS, OVHS, WHS	Schools that maintained Exemplary: CHS Schools that maintained Good: EHS, FVHS, HBHS, MHS, VvHS Schools that changed from Good to Exemplary: OVHS, WHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.5	Suspension rates (Dashboard)	2023 Dashboard All: Green EL: Orange SWD: Green LI: Green HOM: Orange FY: Orange 2022-2023: All: 2.3% EL: 5.2% SWD: 5.0% LI: 3.2% HOM: 5.3% FY: 9.7%	2024 Dashboard All: Green EL: Yellow SWD: Orange LI: Green HOM: Green FY: Red 2023-2024: All: 2.3% EL: 5.3% SWD: 5.8% LI: 3.1% HOM: 4.7% FY: 22.4%	2025 Dashboard All: Green EL: Yellow SWD: Yellow LI: Green HOM: Yellow FY: Orange 2024-2025: All: 2.1% EL: 5.1% SWD: 5.8% LI: 2.9% HOM: 4.3% FY: 11.7%	Dashboard All: Green EL: Green SWD: Green LI: Green HOM: Green FY: Green All: 1.6% EL: 3.9% SWD: 5.6% LI: 2.5% HOM: 3.9% FY: 18.4%	Dashboard All: Maintained EL: Improved SWD: Declined LI: Maintained HOM: Improved FY: Maintained All: -0.2% EL: -0.1% SWD: +0.8% LI: -0.3% HOM: -1.0% FY: +2.0%
M3.6	Expulsion rates (Includes the count of all expulsions, even when the term of the expulsion has been shortened or the enforcement of the expulsion was suspended.)	2022-2023: 32 students or 0.22%	2023-2024: 16 students or 0.11%	2024-2025: 15 students or 0.11%	<0.15%	-17 students -0.11%
M3.7	Attendance rates (Calculated as ADA days attended/ days enrolled)	2022-2023: All: 93.0% SWD: 88.4% EL: 90.7% LI: 88.4% RFEP: 94.8%	2023-2024: All: 93.3% SWD: 88.9% EL: 91.1% LI: 92.5% RFEP: 94.8%	2024-2025: All: 92.9% SWD: 88.0% EL: 89.2% LI: 89.4% RFEP: 94.4%	All: 96.0% SWD: 92% EL: 92% LI: 92% RFEP: 96%	All: -0.1% SWD: -0.4% EL: -1.5% LI: +1.0% RFEP: -0.4%
M3.8	Chronic absenteeism (Defined as students who were absent for 10 percent or more of the instructional days they were enrolled to attend)	2022-2023: 18.7%	2023-2024: 17.5%	2024-2025: 17.7%	<15%	-1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.9	Dropout rates	2022-2023: All: 4.0% SWD: 9.0% EL: 10.2% LI: 5.1% FY: 20.0% HOM: 8.7%	2023-2024: All: 6.4% SWD: 15.8% EL: 16.3% LI: 7.8% FY: 47.8% HOM: 12.8%	2024-2025: All: 2.8% SWD: 5.4% EL: 8.3% LI: 3.9% FY: 25.0% HOM: 9.3%	All: 3.5% SWD: 8.5% EL: 9.7% LI: 4.6% FY: 19.5% HOM: 8.2%	All: -1.2% SWD: -3.6% EL: -1.9% LI: -1.2% FY: +5.0% HOM: +0.6%
M3.10	LCAP Survey: Parent and family engagement: Decision Making (Local Indicator: State's reflection tool) Results of parent survey are also disaggregated by school site and provided to administration (c.1)	2023: Local Indicator MET on CA Dashboard. 2024 Survey: % of favorable responses 82% believes their school seeks parent input when making decisions	2024: Local Indicator MET on CA Dashboard. 2025 Survey: *% of favorable responses* 82% believes their school seeks parent input when making decisions	2025: Local Indicator MET on CA Dashboard 2026 Survey: *% of favorable responses* 81% believes their school seeks parent input when making decisions	Local Indicator MET on CA Dashboard. % of favorable responses >85% believes their school seeks parent input when making decisions	Local Indicator remains at MET on CA Dashboard. % change of favorable responses -1% Change
M3.11	LCAP Survey: Parent and family engagement: Parental participation for unduplicated pupils (c.2)	2024 Survey: % of favorable responses Parents: 93% feel they are kept informed about district and/or school events. 87% feel the school has a welcoming culture that encourages parent participation.	2025 Survey: % of favorable responses Parents: 94% feel they are kept informed about district and/or school events. 88% feel the school has a welcoming culture that encourages parent participation.	2026 Survey: % of favorable responses Parents: 94% feel they are kept informed about district and/or school events. 85% feel the school has a welcoming culture that encourages parent participation.	% of favorable responses Parents: >93% feel they are kept informed about district and/or school events. >88% feel the school has a welcoming culture that encourages parent participation.	% change of favorable responses Parents: +1% -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.12	Parent and family engagement: Parental participation for individuals with exceptional needs (c.3)	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailings	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailings	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailings	Voting members of the Community Advisory Committee (CAC) and outreach to families through public postings and mailing	Unchanged
M3.13	LCAP Student Survey: Availability of resources necessary to support educational goals	2024 Survey: % of favorable responses 93%	2025 Survey: % of favorable responses 93%	2026 Survey: % of favorable responses 93%	% of favorable responses >93%	% change of favorable responses 0% Change
M3.14	LCAP Student Survey: Opportunity to receive tutoring or intervention services	2024 Survey: % of favorable responses 92%	2025 Survey: % of favorable responses 92%	2026 Survey: % of favorable responses 91%	% of favorable responses >92%	% change of favorable responses -1% Change
M3.15	LCAP Student Survey: Use of instructional technology resources.	2024 Survey: % of favorable responses 92%	2025 Survey: % of favorable responses 91%	2026 Survey: % of favorable responses 92%	% of favorable responses >92%	% change of favorable responses 0% Change

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2025-26 LCAP Goal 3 had 7 actions. In Goal 3, all actions were implemented as planned to achieve the articulated goal with only minor adjustments resulting from staffing vacancies and changes in actual expenditures throughout the year.

A significant success during the year was the continued implementation of wellness and mental health supports for students. Schools continued to provide access to wellness centers, counseling services, mental health supports, attendance interventions, and programs designed to promote student engagement and school connectedness. The district also continued to support positive school climate initiatives through extracurricular and co-curricular programs, student activities, and opportunities for student voice and engagement. Educational partners found the wide range of programs offered in HBUSD to be of high-quality and allows every student to find a pathway aligned to their interest and goals.

Another area of success was the district's ongoing investment in safe, clean, and well-maintained school facilities. Maintenance and operations projects, including facility improvements, painting, and roofing projects, contributed to safe and supportive learning environments for students and staff. Educational partners continue to identify school safety, cleanliness, and campus appearance as important contributors to school connectedness and positive school climate.

One challenge continues to be addressing the growing social-emotional, mental health, and attendance needs of students. While schools provide a variety of supports and interventions, student needs continue to evolve, requiring ongoing coordination of services, staff training, and collaboration with community agencies. Despite these challenges, the district continued to provide comprehensive supports and services aligned to the goals of promoting student wellness, engagement, safety, and school connectedness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Although Goal 3 actions were implemented as planned, differences between budgeted expenditures and estimated actual expenditures occurred due to staffing vacancies, lower-than-anticipated expenditures in certain program areas, and adjustments based on actual implementation needs during the year.

In Goal 3, the estimated actual expenditures for Actions 3.2 and 3.6 were higher than the budgeted expenditures. Action 3.2 was due to unfilled vacancies in prior year causing a reduction in the initial budgeting, and Action 3.6 was due to increased maintenance projects in the areas of painting and roofing. Action 3.4 was not a material difference. Estimated actual expenditures for Actions 3.1, 3.3, 3.5, and 3.7 were lower than budgeted expenditures.

For Action 3.1, estimated actual expenditures were lower than budgeted due to a reduction in Wellness Specialist staffing beginning in 2025-26, vacancies in Mental Health Support Specialist positions, and reduced expenditures for wellness center supplies as wellness spaces became more fully established.

For Action 3.3, estimated actual expenditures were lower than budgeted because fewer elective units for staff compensation were utilized than originally anticipated during the 2025-26 school year.

For Action 3.5, estimated actual expenditures were lower than budgeted because communication-related expenditures were less than originally projected.

For Action 3.6, estimated actual expenditures were higher than budgeted due to the completion of additional maintenance and operations projects during the 2025-26 school year, including painting, roofing, and other facility improvement projects.

For Action 3.7, estimated actual expenditures were lower than budgeted because expenditures associated with the action were less than originally anticipated during implementation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A review of the metrics included in Goal 3 of the 2025-26 LCAP provides mixed results. For Action 3.2, survey results on safety and climate and school connectedness are being maintained, and in some cases experiencing small improvements in favorable responses. With a moderate decline in student survey participation rates, the percentage of favorable responses for safety and school connectedness slightly increased (+2% safety, +1% school connectedness). Dropout rates are showing a decrease (6.4% to 2.8% overall). The correction of data entry processes for students moving out of California public schools to other systems contributed to improvements in this area.

For Action 3.1 and 3.3, attendance and chronic absenteeism metrics dropped slightly from 2024 to 2025 (93.3% to 92.9% overall attendance, 17.5% to 17.7% chronic absenteeism rate). Suspension rates are stable, with some observed improvements. Despite the size of the Foster Youth student group, the district has been engaged in work around the Differentiated Assistance process to review systems and processes for ensuring Foster Youth receive services based on their unique needs.

For Action 3.6, facilities ratings were maintained or improved. Two schools improved from Good to Exemplary. The district recognizes the feedback from educational partners that highlights the need to maintain clean and well-maintained schools.

Overall, the district believes that the actions implemented in Goal 3 are effective in supporting progress or maintaining progress. In addition, the district will provide more guidance and support for school initiatives related to attendance recovery and attendance improvement, as well as continuing efforts toward supporting other areas represented by our actions in Goal 3.

Actions 3.1, 3.2, 3.3, and Action 2,6 support contributing actions related to Pupil Engagement and Motivation for Learning. Metrics include M3.7 (attendance), M3.5 (suspension), M3.6 (expulsion), M3.1 (safety), M3.2 and M3.3 (connectedness). Current difference from baseline for M3.7, -0.1%; M3.5, 0.2% improvement; M3.6, 0.11% improvement; M3.1, 6% increase; M3.2, 4% increase, M3.3, 2% decrease.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2025-26 LCAP Goal 3 Action Titles were maintained for the 2026-27 LCAP. Based on reflections from prior practice, Goal 3 remains substantially unchanged for the 2026-27 school year. Some changes were made to the description of actions in Goal 3, where the input and feedback of our educational partners served to guide and focus our implementation of these actions. Educational partners continue to

identify student wellness, school safety, school connectedness, family engagement, and positive school climate as essential conditions for student success. As a result, no significant changes were made to the goal, metrics, or desired outcomes.

Several actions were refined to provide greater clarity regarding implementation and expected outcomes. Wellness and school climate actions were expanded to emphasize prevention, early intervention, community schools strategies, attendance improvement efforts, and the coordination of school, district, and community resources to support student well-being. School connectedness and student voice actions were enhanced to further emphasize the district's "Name, Face, Story" philosophy, student leadership opportunities, student feedback, and the use of climate and engagement data to inform continuous improvement.

Parent and family engagement and communication actions were updated to strengthen two-way communication, reduce barriers to participation, expand leadership opportunities for families, and support participation in the Community Engagement Initiative (CEI). Facility and academic climate actions were also refined to provide greater specificity regarding long-range facilities planning, modern learning environments, student ownership, engagement, and positive academic climates. Overall, the changes for 2026-27 represent refinements and enhancements to existing practices rather than a change in strategic direction.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Wellness	HBUHSD will continue to provide comprehensive supports that promote students' social-emotional, mental, behavioral, nutritional, and physical wellness. Student wellness services are provided through a multidisciplinary team that includes wellness specialists, school psychologists, student support school psychologists, college and career specialists, school counselors, nurses, speech and language pathologists, vision and audiological service providers, and food services staff. (Personnel costs for school psychologists, nurses, speech and language pathologists, vision and audiological services, and food services staff are non-contributing. ● Increase student awareness, utilization, and access to wellness center services through outreach, student engagement activities, classroom presentations, and collaboration with counselors, teachers, and families. ● Promote prevention, early intervention, and responsive support services that address student well-being, school connectedness, and readiness to learn. ● Coordinate and align school, district, and community resources to improve access to mental health, behavioral health, wellness, and family support services. ● Expand Community Schools strategies that strengthen partnerships among schools, families, and community organizations to support equitable student outcomes. ● Review site-specific needs and promote resources, programs, and services that support student wellness and remove barriers to learning. LEA-wide wellness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates.	$2,741,535	Y

Action #	Title	Description	Total Funds	Contributing
3.1	Wellness (continued)	This action also supports staff wellness initiatives (without expenditures of the supplemental budget reserved for student wellness). Schools will promote and implement initiatives with the understanding of how staff wellness contributes to overall school climate and positive student outcomes.		
3.2	Safe and Supportive Learning Environments	HBUHSD will continue to foster safe, supportive, and inclusive school environments that promote student well-being, engagement, connectedness, and academic success. Through proactive programs, evidence-based practices, and collaborative partnerships, the district will support positive school climates where all students feel physically and emotionally safe, valued, and connected to their school community. • Continue implementing a Multi-Tiered System of Supports (MTSS) framework that promotes a positive school climate through the integration of evidence-based practices, such as restorative and trauma-informed practices. • Strengthen attendance improvement and attendance recovery systems that support student engagement, remove barriers to attendance, and promote successful re-engagement when attendance concerns arise. • Provide students, staff, and families with resources and education related to digital literacy, responsible technology use, social media awareness, cyber citizenship, and online safety. • Continue informing students and families about available school safety resources, reporting systems, and anonymous reporting options that encourage open communication regarding campus safety concerns. LEA-wide safe and supportive school initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates.	$2,302,841	Y

Action #	Title	Description	Total Funds	Contributing
3.3	School Connectedness and Student Voice	HBUHSD will continue to promote student engagement, voice, and school connectedness by expanding opportunities for all students to participate in meaningful school experiences and contribute to the life of their school community. Through clubs and organizations, athletics, leadership programs, special programs, assemblies, school events, educational trips, and other extracurricular opportunities, students will have opportunities to develop relationships, explore interests, build leadership skills, and strengthen their sense of belonging. • Strengthen Tier 1 universal supports by promoting the district's "Name, Face, Story" philosophy as a key strategy for fostering belonging, connectedness, and inclusive school communities. • Promote student voice as a strategy for contributing to student engagement, trust, and equity. • Support schools in implementing programs, activities, and strategies that foster student belonging, school connectedness, and positive relationships with peers and adults. • Promote student voice as a strategy for increasing engagement, trust, inclusion, and equity through student leadership opportunities, feedback processes, advisory groups, and participation in school and district decision-making. • Encourage schools to utilize student feedback and input to inform school climate initiatives, student support programs, and continuous improvement efforts. • Recognize and celebrate student achievements, contributions, cultures, and perspectives to strengthen school pride and community. • Review site-specific climate and engagement data to identify needs, evaluate effectiveness, and support continuous improvement efforts related to school safety, connectedness, and student well-being. • Foster inclusive school communities where all students feel valued, connected, and represented, with intentional efforts to engage students who may experience barriers to participation, including students with disabilities, English learners, foster youth, students experiencing homelessness, and other students who may be less connected to school.	$2,452,881	Y

Action #	Title	Description	Total Funds	Contributing
3.3	School Connectedness and Student Voice (continued)	LEA-wide school connectedness initiatives are principally directed to support identified needs of English learners, low-income students, and foster youth, and contribute to increased/improved services. This contributing action will address the gaps in pupil engagement metrics for EL, FY, LI students, including chronic absenteeism, suspension rates, and dropout rates.		
3.4	Parent & Family Engagement	HBUHSD will continue to provide meaningful parent and family engagement opportunities that strengthen partnerships between families and schools in support of student success. The district will design and implement engagement opportunities that consider barriers to participation, including communication and outreach needs, interpretation and translation services, childcare, transportation, meeting formats, scheduling, recruitment, retention, and recognition of participation. ● Provide grade-level appropriate information and resources related to academic planning, college and career readiness, financial aid, graduation requirements, and postsecondary opportunities. ● Expand the use of college and career readiness tools and resources that help families understand and support students' strengths, interests, and postsecondary goals. ● Promote site-based parent and family engagement opportunities, workshops, and educational programs that are responsive to the unique needs, interests, and demographics of their school communities. ● Continue providing training and support for families on the use of the parent and student portal and other digital communication tools. ● Increase awareness of and access to family education programs that support English learner achievement, student wellness, and drug and alcohol prevention.	$1,067,982	Y

Action #	Title	Description	Total Funds	Contributing
3.4	Parent & Family Engagement (continued)	• Strengthen outreach efforts and reduce barriers to participation in site and district advisory groups, committees, and decision-making processes. • Promote two-way communication and meaningful engagement opportunities that support family partnerships, trust, and shared responsibility for student success. • Continue to build parent engagement and leadership opportunities in district and site committees, including collaboration with the Adult School to recruit and support parents. • Participate in the Community Engagement Initiative (CEI), a statewide cohort designed to strengthen authentic community engagement practices through collaboration and partnership. LEA-wide parent and family engagement initiatives are principally directed to support identified needs of English learners and low-income students and contribute to increased/improved services. This contributing action will improve parent and family engagement perceptions included in our annual LCAP survey for EL and LI students, including LCAP Metrics 3.10 and 3.11. Parent & Family Engagement will also address the need to improve gaps observed in the graduation rates and academic outcomes of English learners and low-income students, as measured by LCAP Metrics 1.1, 1.4, and 1.5.		
3.5	Communication & Outreach	HBUHSD will continue to promote district and school programs, services, resources, and achievements to increase student, family, and community awareness and engagement. Through strategic communication efforts, the district will provide timely, accurate, and accessible information that strengthens relationships, supports participation, and fosters trust among educational partners.	$256,336	Y

Action #	Title	Description	Total Funds	Contributing
3.5	Communication & Outreach (continued)	• Utilize a variety of communication platforms, including the district website, ParentSquare, social media, email, print materials, and other communication tools, to provide clear and accessible information to students, families, staff, and the community. • Highlight student achievements, instructional programs, extracurricular activities, school events, and district initiatives through ongoing communications and storytelling efforts. • Expand the use of social media and digital media to showcase student learning, classroom experiences, special programs, and innovative practices occurring throughout the district. • Promote family and community participation in school and district events, activities, advisory groups, and engagement opportunities through targeted outreach and communication efforts. • Collaborate with student leaders and organizations, including Associated Student Body (ASB) groups, to strengthen communication, increase student voice, and promote student-led initiatives and activities. • Evaluate barriers to participation and implement communication strategies that increase awareness, accessibility, and engagement among diverse student and family populations. LEA-wide communication and outreach initiatives are principally directed to support identified needs of English learners and low-income students and contribute to increased/improved services. This contributing action will improve parent and family engagement perceptions included in our annual LCAP survey for EL and LI students, including LCAP Metrics 3.10 and 3.11. Communication & Outreach will also address the need to improve gaps observed in the graduation rates and academic outcomes of English learners and low-income students, as measured by LCAP Metrics 1.1, 1.4, and 1.5.		

Action #	Title	Description	Total Funds	Contributing
3.6	Well-Maintained School Facilities	HBUHSD will continue to provide the resources necessary to maintain safe, secure, clean, and functional learning and working environments for students and staff. This includes staffing for maintenance, operations, grounds, custodial services, transportation, and facilities planning, as well as the supplies, equipment, utilities, and systems necessary to support high-quality school environments. • Maintain school facilities and grounds to ensure clean, safe, secure, and welcoming environments that support student learning and staff effectiveness. • Foster learning environments that support modern teaching and learning practices and are responsive to evolving educational needs. • Provide safe, efficient, and reliable transportation services for eligible students, including home-to-school transportation and transportation for co-curricular and extracurricular activities. • Conduct annual reviews of school safety plans and continue facility inspections to support compliance, safety, and continuous improvement. • Maintain centralized systems, including Facilitron, to support the efficient tracking, communication, prioritization, and completion of maintenance and operations work orders. • Identify, assess, and prioritize facility improvement needs through ongoing facilities planning and the implementation of a long-range Facilities Master Plan to help ensure resources are directed toward the highest-priority projects.	$35,181,168	N

Action #	Title	Description	Total Funds	Contributing
3.7	Academic Climate	(Student Ownership Framework: Climate) All student learning is driven by a positive academic climate. HBUHSD will foster positive academic climates where students feel safe, valued, connected, and empowered to take ownership of their learning. Schools will cultivate learning environments that promote high expectations, meaningful relationships, engagement, collaboration, and mutual respect among students and staff. • Foster positive relationships among students and staff that support trust, inclusion, and a strong sense of school connectedness. • Promote classroom practices that encourage student voice, active participation, self-reflection, and responsibility for learning. • Support learning environments characterized by high expectations, academic challenge, and equitable access to opportunities for all students.	$5,000	N

Goal

Goal #	Description	Type of Goal
4	**Valley Vista High School (VvHS) will increase graduation rates by 3% annually or maintain a rate of 68% or higher by the 2025-26 school year. VvHS will make progress in other student outcomes by providing a positive environment conducive to learning and creating authentic and meaningful learning experiences that will ensure high levels of student motivation, student engagement, and school connectedness.**	**Equity Multiplier Focus Goal**

State Priorities addressed by this goal.

4 Student Achievement
5 Student Engagement
6 School Climate

An explanation of why the LEA has developed this goal.

The educational partners of Valley Vista High School (VvHS) participated in the development of the Equity Multiplier goal. Through discussions with the principal, staff, parents, and students, educational partners identified the importance of maintaining a positive school climate that promotes student engagement, connectedness, and motivation. Staff recognized that school connectedness is closely linked to school attendance, and consistent attendance is critical for success with credit recovery. By fostering a positive learning environment, VvHS seeks to increase student attendance, accelerate credit attainment, and improve graduation outcomes. This approach to the education of students at VvHS is the foundation for the focus goal, which is to increase graduation rates. The 2025 graduation rate contributed to eligibility for Comprehensive Support and Improvement (CSI).

Educational partners also identified a need for expanded mental health and wellness supports to address the social-emotional needs of students. Many students enroll at VvHS with significant academic gaps and interrupted educational experiences prior to their transfer. As a result, traditional accountability measures do not always fully capture student growth and progress during their time at the continuation high school. Educational partners expressed a desire to incorporate additional measures when evaluating program effectiveness and student success. To support these efforts, the school will continue implementing a progress monitoring system and Multi-Tiered System of Supports (MTSS), supported by a teacher leader who facilitates data review, intervention coordination, and student support processes. The school also seeks to strengthen the implementation of formative and interim assessment practices, beginning with English language arts and mathematics, to better monitor learning and inform instruction.

As an Equity Multiplier school, VvHS is required to address all student groups performing at the lowest performance levels on California Dashboard indicators, as well as any underlying issues related to educator credentialing, subject matter preparation, and retention of the school's educators, if applicable. The actions within Goal 4 address each identified area of need. While VvHS does not experience challenges related to educator retention, the school has a higher-than-average percentage of out-of-field teaching assignments due to its small staff size and commitment to offering students a broad range of course options. This circumstance is not uncommon among continuation high schools. To ensure instructional quality, the district and school provide ongoing coaching, collaboration, and professional

learning supports related to credentialing and subject matter preparation, including supports described in Goal 1, Action 6 and Goal 4, Action 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Four-Year Adjusted Cohort Graduation Rate DataQuest	2022-2023 VvHS: All: 54.0% EL: 55.4% HOM: 56.7% LI: 53.7% HI: 54.5% WH: 46.7%	2023-2024 VvHS: All: 54.3% EL: 42.3% HOM: 57.1% LI: 53.2% HI: 50.4% WH: 50.0%	2024-2025 VvHS: All: 58.4% EL: 41.1% HOM: 51.9% LI: 55.0% HI: 54.1% WH: 62.5%	All: 68.0% EL: 58.4% HOM: 59.7% LI: 56.7% HI: 57.5% WH: 49.7%	VvHS All: +4.4% EL: -14.3% HOM: -4.8% LI: +1.3% HI: -0.4% WH: +15.8%
M4.2	Graduation Rate Status (Dashboard) (% combined four- and five-year graduation rate)	2023 Dashboard All: 54.9% EL: 56.1% HOM: 57.4% LI: 54.4% HI:55.3% WH: 48.9%	2024 Dashboard All: 55.2% EL: 43.4% HOM: 58.6% LI: 54.2% HI: 51.7% WH: 51.2%	2025 Dashboard All: 60.4% EL: 45.0% HOM: 54.5% LI: 57.4% HI: 55.9% WH: 65.9%	All: 68.0%% EL: 59.1% HOM: 60.4% LI: 57.4% HI:58.3% WH: 51.9%	VvHS All: +5.5% EL: -11.1% HOM: -2.9% LI: +3.0% HI: +0.6% WH: +17.0%
M4.3	LCAP Student Survey: Academic Success	2024 Survey: % of favorable responses 99%	2025 Survey: % of favorable responses 99%	2026 Survey: % of favorable responses 99%	% of favorable responses 99%	% change of favorable responses 0% Change
M4.4	Attendance Rate	2022-2023: 93% HBUHSD 80.6% VvHS	2023-2024: 93.3% HBUHSD 78.7% VvHS	2024-2025: 92.9% HBUHSD 76.3% VvHS	>95%	-0.1% HBUHSD -4.3% VvHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.5	After School and Summer School Credit Acquisition	Summer 2022-2023: 821.5 credits earned After School 2022-2023: 1924.5 credits earned	Summer 2023-2024: 679 credits earned After School 2023-2024: 2315.5 credits earned	Summer 2024-2025: 1056 credits earned After School 2024-2025: 871 credits earned	Summer 850 credits earned After School 2000 credits earned	Summer +234.5 credits earned After School -1053.5 credits earned
M4.6	LCAP Student Survey: Tutoring and/or Intervention Opportunities	2024 Survey: % of favorable responses 93%	2025 Survey: % of favorable responses 95%	2026 Survey: % of favorable responses 95%	% of favorable responses 95%	VvHS % change of favorable responses +2%
M4.7	Smarter Balanced (SBAC) English Language Arts (Dashboard) (% of students scoring at achievement levels Standard Met & Exceeded) [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: VvHS All: 19.08% SWD: 6.25% EL: 0.00% RFEP: 15.15% LI: 14.87% HI: 9.64% All: –110.8 DFS HI: –146.7 DFS LI: –118.4 DFS	2023-2024: VvHS All: 18.65% SWD: n/a EL: 0.00% RFEP: 33.33% LI: 17.90% HI: 13.93% All: -102.5 DFS HI: -131.4 DFS LI: -102.7 DFS	2024-2025: VvHS All: 17.32% SWD: 0.00 EL: 0.00% RFEP: 19.57% LI: 15.09% HI: 12.00% All: -125.3 DFS HI: -139.5 DFS LI: -128.8 DFS	VvHS All: 25.08% SWD: 12.25% EL: 6.00% RFEP: 21.15% LI: 20.87% HI: 15.65% All: –101.8 DFS HI: –137.7 DFS LI: –109.4 DFS	VvHS All: -1.76% SWD: -6.25% EL: 0.00% RFEP: +4.42% LI: +0.22% HI: +2.36% All: -14.5 DFS HI: +7.2 DFS LI: -10.4 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.8	Smarter Balanced (SBAC) Mathematics (Dashboard) (% of students scoring at achievement levels Standard Met & Exceeded) [Distance from Standard: DFS reported as + (points above) or – (points below)]	2022-2023: VvHS All: 2.91% SWD: 0.00% EL: 0.00% RFEP: 2.22% LI: 2.16% HI: 0.00% All: –191.3 DFS HI: –210.1 DFS LI: –193 DFS	2023-2024: VvHS All: 4.65% SWD: n/a EL: 0.00% RFEP: 11.12% LI: 4.81% HI: 1.19% All: -189.2 DFS HI: -195.8 DFS LI: -192 DFS	2024-2025: VvHS All: 4.62% SWD: 0.00% EL: 0.00% RFEP: 10.87% LI: 5.61% HI: 4.00% All: -192.7 DFS HI: -212.1 DFS LI: -196.5 DFS	VvHS All: 8.91% SWD: 6.00% EL: 6.00% RFEP: 8.22% LI: 8.16% HI: 6.00% All: -182.3 DFS HI: -201.1 DFS LI: -184 DFS	VvHS All: +1.71% SWD: 0.00% EL: 0.00% RFEP: +8.65% LI: +3.45% HI: +4.00% All: -1.4 DFS HI: -2.0 DFS LI: -3.5 DFS
M4.9	College and Career Readiness Indicator (Dashboard) Status	2023 Dashboard % Prepared All: 1% EL: 0% HI: 0% HOM: 0% LI: 0.6% WH: 0%	2024 Dashboard % Prepared All: 2% EL: 0% HI: 0% HOM: 0% LI: 2.3% WH: 2.5%	2025 Dashboard % Prepared All: 4.3% EL: 0.0% HI: 3.1% HOM: 1.9% LI: 3.6% WH: 5.0%	% Prepared All: 3% EL: 3% HI: 3% HOM: 3% LI: 3% WH: 3%	VvHS % Prepared All: +3.3% EL: 0.0% HI: +3.1% HOM: +1.9% LI: +3.0% WH: +5.0%
M4.10	Chronic Absenteeism	2022-2023 61.5%	2023-2024 68.5%	2024-2025 61.8%	<65%	+0.3%
M4.11	Teaching Assignment Monitoring Outcomes (TAMO)	2021-2022 Clear 81.9% Out-of-Field 15.4%	2022-2023 Clear 77.1% Out-of-Field 22.9%	2023-2024 (lag) Clear 92.9% Out-of-Field 7.1%	Clear >80% Out-of-Field <20%	Clear +11% Out-of-Field -8.3%

Demographic Abbreviations: EL: English Learner, HI: Hispanic, HOM: Homeless, LI: Low Income, RFEP: Reclassified Fluent English Proficient, SWD: Students With Disabilities, WH: White

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The 2025-26 Goal 4 included five actions. This goal represents actions funded through Equity Multiplier (EM) and Comprehensive Support and Improvement (CSI) to address the unique needs of students at Valley Vista High School (VvHS). Overall, the actions were implemented substantially as planned, with minor adjustments related to staffing (including a mid-year vacancy of the Student Support TOSA) and the timing of implementation for certain supplemental resources.

A significant success during the year was the continued implementation of supports designed to improve student engagement, attendance, school connectedness, and credit attainment. Staff continued to focus on building positive relationships with students and providing individualized support to address barriers to graduation. The Student Support TOSA position continued to provide valuable support for students, staff, and families through progress monitoring, intervention coordination, independent study support, and collaboration with counseling and wellness teams. The position became vacant mid-year, but the school plans to fill the vacancy for the 2026-27 school year.)

One challenge continues to be the complexity of student needs at the continuation school setting. Many students enroll with significant credit deficiencies, attendance concerns, and social-emotional needs that require intensive and individualized interventions. While supplemental resources were available to support these efforts, some planned expenditures were not fully implemented during the year as the school adjusted resources to address emerging student needs and priorities. Despite these challenges, Valley Vista High School continued to focus on creating a safe, supportive, and relationship-centered environment that promotes student engagement, credit recovery, and progress toward graduation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In Goal 4, expenditure differences were identified in three actions. Action 4.3 exceeded the budgeted expenditure amount, while Actions 4.1 and 4.5 were below budgeted expenditures. Estimated actual expenditures for Actions 4.1 and 4.5 were lower than budgeted expenditures. For Action 4.1, estimated actual expenditures were lower than budgeted due to a mid-year vacancy in the Teacher on Special Assignment (TOSA) position. For Action 4.3, estimated actual expenditures were higher than budgeted because Valley Vista High School directed additional expenditures toward Socio-emotional Well-being initiatives and utilized fewer resources than anticipated in Action 4.4 (Expanded Day Opportunities). For Action 4.5, estimated actual expenditures were lower than budgeted because planned supplemental resource expenditures at Valley Vista High School were not fully implemented during the 2025-26 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A review of the metrics included in Goal 4 of the 2025-26 LCAP indicates that the district is maintaining progress toward the goal in most areas, but also illustrates the difficulty with traditional metrics such as graduation rate and state test scores. For Actions 4.1, 4.2, and 4.4,

supportive of student success and monitoring of progress toward their goal of ensuring students meet graduation requirements, the graduation rate has increased minimally, from 54.0% in 2023 to 54.3% in 2024 and 58.4% in 2025. While rates are somewhat slow growing, perceptions around support remain high, signaling effectiveness of Action 4.4. The students' belief that staff at VvHS focuses on "academic success for all students" is the highest rate across the district, maintaining at 99%. This is evidence of how the school clearly communicates the goal for students. The number of credits recovered during summer increased by 234.5 credits since the baseline, but declined in the after the school setting, which remains a focus for the school. Overall, the Dashboard's Academic Indicator and the Dashboard's College Career Indicator do not indicate targeted areas of need, and provide notice of overall low performance both at the school level and student group level. VvHS is seeking additional metrics that would provide measures of progress toward school goals.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from prior practice, Goal 4 remains focused on improving outcomes for students at Valley Vista High School through Equity Multiplier and Comprehensive Support and Improvement (CSI) funding. No significant changes were made to the goal or desired outcomes; however, several actions were refined to strengthen implementation and improve the monitoring of student progress.

Action 4.1 was expanded to include both the Student Support Facilitator and Intervention Specialist in the coordination of student supports, interventions, and credit recovery efforts. Actions 4.2 and 4.4 were revised to establish more structured progress monitoring and intervention systems, including the use of 4.5-week progress reports, 7-week round-up data reviews, Just Kids meetings, targeted intervention assignments, and the use of Formative and/or IXL assessments to measure student growth and inform instructional decisions.

Actions 4.3 and 4.5 were also enhanced to strengthen coordination of academic, attendance, wellness, and community-based supports while increasing access to standards-aligned instructional resources, technology, and educational field trip opportunities connected to classroom learning. As Valley Vista High School engages in the Western Association of Schools and Colleges (WASC) self-study process, many of these refinements have been incorporated into the school's action plan to strengthen systems of support, progress monitoring, and continuous improvement. Overall, the revisions reflect a greater emphasis on data-informed decision-making, early intervention, targeted academic support, and systematic monitoring of student progress toward graduation and college and career readiness.

While Metric 4.5 will remain unchanged for the 2026–27 school year, the school is considering revising the metric during the next three-year LCAP cycle to measure the average number of credits earned per student rather than the total number of credits earned. This change would provide a more stable measure of student progress by accounting for fluctuations in enrollment. Through the WASC self-study process, the school is also exploring additional measures of student success, including a metric that would monitor the percentage of students earning at least 25 credits per quarter, aligned with the school's credit attainment and graduation goals.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Support Systems	Specific actions to address areas of lowest performance based on the 2023 Dashboard base year: Dashboard Focus (and associated metric) Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career (M4.9) Improve systems for student progress monitoring and support through the roles and responsibilities of the Student Support Facilitator and Intervention Specialist. The facilitator and specialist will work collaboratively with the School Principal and school staff to: ● Analyze student data and work to address areas of low performance principally directed to support the needs of specified student groups. ● Monitor student progress and develop interventions. ● Create systems and procedures for increased credit recovery opportunities. ● Work closely with individual students and parents in creating plans for academic success and increasing engagement opportunities. ● Ensure the school and classrooms are properly resourced to facilitate meaningful learning. ● Provide teacher coaching, support, and professional development, including any need to address support needed from teachers of out-of-field misassignments (i.e., subject matter preparation or credentialing needs).	$428,683 Equity Multiplier (EM)	N

Action #	Title	Description	Total Funds	Contributing
4.2	Progress Monitoring	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career Implement an internal and meaningful assessment and data collection system to measure student growth and drive instructional practices. • Utilize 4.5-week progress reports, 7-week round-up data, and Just Kids meetings as part of a structured, schoolwide monitoring cycle. • Establish and implement clear protocols for follow-up actions after each progress monitoring checkpoint. • Ensure all identified students receive timely academic and attendance interventions within each cycle. • Use monitoring data to guide instructional adjustments, intervention placement, and support services. • Implement the use of Formative and/or IXL assessments in Math and English as the school's primary site-based assessment system to provide more accurate and timely measures of student learning. • Align assessment results to course expectations and credit attainment to increase student accountability. • Use assessment data to identify skill gaps, inform instruction and targeted interventions, and monitor student progress over time.	$10,960 CSI	N

Action #	Title	Description	Total Funds	Contributing
4.3	Social-emotional Well-being	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2) Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career (M4.9) Provide appropriate student support for social-emotional, mental, behavioral, nutritional, and physical wellness. • Strengthen coordination between administration, counselors, school psychologist, TOSA, the attendance clerk, and instructional aides to ensure targeted in-class academic support, small-group assistance, and reinforcement of instructional strategies for English Learners and students with identified learning needs. • Utilize structured systems such as Just Kids meetings, MTSS processes, and guidance team meetings to identify and monitor students in need of additional support. • Maintain and leverage partnerships with community organizations (e.g., Project Hope Alliance, Robyn's Nest, Tilly's Life Center) to address barriers to learning. Full-time case manager from Project Hope Alliance will work one-on-one with students to develop plans designed to address barriers to academic progress and high school graduation, including academic support, mentoring, coordination with teachers for progress monitoring, connections to external resources (such as housing and healthcare), parent involvement, college and career support, and 24/7 access to case managers. The agency specializes in supporting students experiencing homelessness or other challenges experienced by socio-economically disadvantaged students.	$188,002 CSI	N

Action #	Title	Description	Total Funds	Contributing
4.4	Expanded Day Opportunities	Specific actions to address areas of lowest performance: Dashboard Focus (and associated metric) *Valley Vista HS/All Students, Socio-Economically Disadvantaged, Hispanic/ELA and Math (M4.7/M4.8)* *Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White/Graduation (M4.2)* *Valley Vista HS/All Students, English Learners, Homeless, Socio-economically Disadvantaged, Hispanic, White, Students with Disabilities/College and Career (M4.9)* Implement expanded learning opportunities, including intervention programs in a variety of content areas, additional credit recovery opportunities, and summer school. • Continue implementation of the after-school credit recovery program as a primary intervention support. • Use progress monitoring data to prioritize and assign students to targeted interventions. • Increase student participation and attendance in intervention programs through consistent communication with students and families and reinforcement of expectations for participation. • Monitor effectiveness of interventions using credit completion rates, course pass rates, and attendance data.	$21,920 EM $269,222 CSI	N

Action #	Title	Description	Total Funds	Contributing
4.5	Supplemental Resources	Enrich student experiences in the classroom through the use of supplemental curriculum resources for academic core and elective courses, including supplemental classroom instructional materials, equipment, and upgraded technology. Provide other necessary materials/supplies to support student wellness, support student transportation needs, and to mitigate other barriers to student success. • Implement standards-aligned, supplemental instructional materials, technology, equipment, and supplemental resources to support differentiated instruction and improve access to the California State Standards for all students. • Enhance curriculum for academic core through classroom instructional materials and equipment and upgraded technology • Provide opportunities for standards-aligned educational field trips that extend classroom learning through real-world experiences. Trips will be intentionally connected to course content and learning objectives, offering opportunities for students to apply academic concepts, explore college and career pathways, and deepen engagement. Teachers will integrate pre- and post-trip instructional activities to reinforce learning outcomes and assess student understanding.	$213,240 EM $195,817 CSI	N

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 19,166,886	$ 0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.784%	0%	$0	10.784%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Actions # 2, 9, 10 & Goal 2: Action #3	**Supplemental Learning Opportunities** Low income, English Learners, and foster youth are more likely to underperform in key subject areas and are less likely than their peers to graduate high school and be college and career ready. In reviewing the spring 2025 state testing results, English learners and low-income students scored lower than the average for all students. In English language arts, students who 'Met Standard' or 'Exceeded Standard' was 67% for all students, 60% for low income and 11% for English Learners. In mathematics, students who 'Met Standard' or 'Exceeded Standard' was 47% for all students, 37% for low income and 10% for English Learners. In science, students who 'Met Standard' or 'Exceeded Standard' was 46% for all students, 38% for low income and 3% for English Learners. A review of graduation rates show that English learners and low-income students have lower rates than the average for all students. The four-year adjusted cohort graduation rate for 2025 was 94.3% for all students, 92.7% for low income and 85.0% for English learners. Educational partner feedback from LCAP Committee meetings acknowledged student group performance gaps and validated the need to address the academic performance gaps, to continue progress monitoring efforts, and the need to maintain opportunities for students to recover credits needed to meet graduation requirements.	To address this need, on a LEA-wide basis, the district will continue to focus on academic support services for students to address gaps in achievement and ensure their progress in meeting/exceeding academic standards and/or graduation requirements, in response to the identified need. ● Extended Learning Opportunities – Interventions and Enrichment (Goal 2, Action 3) ● Data and Assessment (Goal 1, Action 9) ● Instructional Support Services (Goal 1, Action 2) ● Multi-Tiered System of Support (MTSS) (Goal 1, Action 10) Effectiveness of Extended Learning Opportunities was determined by the positive feedback of our educational partners, maintaining over 91% favorable responses on the 2026 LCAP Student Survey for programs that help students succeed. These actions are some of the most effective uses of LCFF-supplemental funding, as supported by educational research and experience. In the NEA policy brief, 'Closing the Gap through Extended Learning Opportunities,' expanding access to extended learning programs which engage and enrich students will provide many more students with a firm foundation for success.	We expect that the combination of these actions will positively impact state testing outcomes and graduation rates (M1.1, M1.3, 1.4, M1.5). In addition, our Annual LCAP Survey collects perception data related to the availability of resources necessary to support educational goals (M3.13), the opportunity to receive tutoring or intervention services (M3.14), and the monitoring of progress and performance to intervene when needed.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1: Actions # 2, 9, 10 & Goal 2: Action #3 (continued)		Data and evaluation services will support the ongoing need to help schools identify areas of strengths and areas for improvement, and for English learners, low-income students, and foster youth, data can help to focus strategies and resources towards targeted instructional and programmatic needs. Schools will also continue to provide extended time to utilize district/site resources for students. While the programs will be implemented LEA-wide, they will be principally directed based on the needs of English learners, low-income students, and foster youth. The programs will be planned based on data that demonstrate a need to provide additional opportunities for instructional support, additional time, instructional support personnel, and afterschool and summer programs. The resources and programming made available to students will be coordinated to ensure the alignment of systems necessary for all students' academic, behavioral, and social success at their school site. MTSS is an evidence-based, integrated comprehensive framework that focuses on core instruction, differentiated learning, and the alignment of systems necessary for students' academic, behavioral, and social-emotional successes, especially for our English learners, low-income students, and foster youth.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions # 4, 8	**Instructional Technology and Other Resources** Our English learners, low-income students, and foster youth can often experience limited resources, challenges, or face barriers toward becoming fully prepared for college and career. Low-income students are more likely to lack access to technology supports and funds to purchase materials and supplies that facilitate learning. Having a safe place to study and getting important guidance from the district library staff is also an important resource. Each year, educational partners provide feedback through the Annual LCAP Survey of parents, students, and staff. The survey provides the district with data on perceptions around technology. The 2026 survey found that 92% of students and 94% of parents believe that schools integrate appropriate technology for engaging students in learning. Results from the 2026 staff survey found that 18% of staff would like additional opportunities for training and support to improve technological proficiency.	Families who have limited digital resources and connectivity, sometimes referred to as the "digital divide," may more heavily rely on schools to provide access to the needed resources. Research confirms that schools can help bridge the digital divide and overall improve the learning experiences of students. The school sites will continue to advertise library hours and the resources they offer so students and families are aware of the opportunities present. Providing extended time to utilize district and site resources, like the libraries, will play a critical role. ● Integration of Instructional Technology and Library Resources (Goal 1, Action 8) ● Resources to Support Course Access (Goal 1, Action 4) While these actions will be implemented LEA-wide, they are principally directed to the need to increase equity and access for English learners, low-income students, and foster youth. Effectiveness of actions was determined by the positive feedback of our educational partners, and an increase in favorable responses on the LCAP Survey. These actions are some of the most effective uses of LCFF-supplemental funding, as supported by educational research and experience.	We expect that these actions will positively impact perception data related to the availability of resources necessary to support educational goals (M3.13) and the use of instructional technology resources (M3.15). Additionally, these actions will support improvement of the state testing outcomes of the academic indicator (M1.4 and M1.5) and A-G completion rates (M1.2).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2: Actions # 1, 2, 4	**College and Career Support** HBUHSD reviewed data around rates of college enrollment in a 2-year or 4-year post-secondary institution any time during the first year after high school. From 2018-19 to 2021-22, the rates dropped from 83.3% to 79.3%. The most recent data we have in college enrollment rates shows 77.7% of students from the Class of 2025 enrolling in college. This rate may increase slightly with the next release of data encompassing a full year since graduation. The data for college enrollment of our low-income students and English learners demonstrates that college and career readiness is an even greater need. For the Class of 2025, 72.7% of low-income students enrolled in college within the first year, whereas 83.5% of students who were not economically disadvantaged enrolled in college. For English learners, the gap is even greater, with 44.8% enrolling in college, as compared to 80.2% of students who are not English learners. Low-income students and English learners are also less likely than their peers to persist in college and less likely to complete a degree within six years. English learners, low-income students, and foster youth have lower rates for meeting the A-G subject requirements. In 2025, HBUHSD had an overall A-G completion rate of 58.9%, 28.2% for English learners, 50.9% for low-income students, and 14.3% for foster youth. A-G subject area completion rates are important because the courses are necessary to meet eligibility for entrance to a four-year public university in California (UC/CSU).	As a high school district, we have dedicated several contributing actions to address these areas of need. The following contributing actions are implemented LEA-wide but are principally directed to serve the identified needs of our low-income students, English learners, and foster youth as described above. ● College Readiness (Goal 2, Action 1) ● Career Readiness (Goal 2, Action 2) ● Advancement Via Individual Determination (AVID) (Goal 2, Action 4) These actions are some of the most effective uses of LCFF-supplemental funding, as supported by educational research and experience around the importance of “college knowledge” and the impact on underserved students. The AVID program has been confirmed as a Tier 2 evidence-based strategy of effectiveness by the *What Works Clearinghouse* demonstrating that students in the AVID program graduate high school and enroll in college at significantly higher rates.	We expect that the combination of these actions will positively impact college enrollment rates (M2.5), A-G completion rates (M2.1, M2.2), the Dashboard College Career Indicator (M2.7), and district LCAP Survey ratings related to perceptions of college and career support. The district anticipates that these actions will continue to contribute to increased rates of college enrollment, and an increase in the percent of students responding that they have had opportunities to discuss college/career goals with an adult at school.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2: Actions # 1, 2, 4 (continued)	Feedback from educational partners validated the need to prioritize college/career guidance and student supports. This was a prominent theme in both LCAP Committee discussions as well as open response comments from the annual LCAP Survey. Students expressed interest in continued strengthening of college and career advisement that supports multiple post-secondary pathways. Educational partners viewed counselor-based guidance models positively and suggested expanding awareness of the various opportunities available to demonstrate college/career readiness. The Educational partners also provided insights into perceptions around A-G subject requirements, and considerations for how to support improvement in this metric.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2, Action # 6, Goal 3, Actions # 1, 2, 3	**Pupil Engagement and Motivation for Learning** English learners, low-income students, and foster youth may experience a greater number of challenges and barriers that may disconnect them from school and limit their academic progress. These students would benefit from a safe, healthy, secure, and positive school learning environment, including targeted supports and/or intervention services that specifically address high-need students' mental health and well-being. The 2025 data indicate that English learners, low-income students, students experiencing homelessness, and foster youth have higher rates of chronic absenteeism, suspensions, and dropouts. ● Chronic Absenteeism: All Students (17.7%), English learners (25.6%), low-income (21.6%), homeless (31.6%), foster youth (55.2%) ● Suspension Rate: All Students (2.2%), English learners (5.2%), low-income (3.0%), homeless (4.3%), foster youth (11.7%) ● Dropouts: All Students (2.8%), English learners (8.3%), low-income (3.9%), homeless (9.3%), foster youth (25.0%) Feedback from educational partners praised the district's initiatives to support student wellness and school connectedness. The need to maintain our comprehensive support systems was a very strong, repeated theme across every group. The district provides	Students need social-emotional support, especially our English learners, low-income students, and foster youth who are more likely to lack resources for seeking support outside of the school system. These supports include social-emotional learning, building relationships, community-building activities, and increased access to mental health/wellness services. The district will also provide supports and services to increase student safety, social-emotional and mental health, and connectedness to school. The 2026-27 LCAP will continue to place emphasis on the importance of school attendance outcomes as part of Goal 3, Action 2, and all the factors that support student engagement in school. STEAM (Science, Technology, Engineering, Arts, Mathematics) is another high-interest area recognized for its potential to enrich student experience and school connectedness while also incorporating content knowledge and key skills. High-quality STEAM education initiatives prepare students to face real-life problems with more creativity, critical thinking, and effectiveness. While these actions will be implemented LEA-wide, the district will develop and utilize practices and supports that are principally directed to increase low income, English learner and foster youth students' equitable access to programs, services, and resources. ● Wellness (Goal 3, Action 1) ● Safe and Supportive Learning Environment (Goal 3, Action 2) ● School Connectedness (Goal 3, Action 3) ● STEAM (Goal 2, Action 6)	We expect that the combination of these actions will positively impact attendance (M3.7), suspension (M3.5) and expulsion (M3.6) rates, as well as perceptions of student wellness, school safety (M3.1), and school connectedness (M3.2, M3.3) on the Annual LCAP Survey of parents, students, and staff.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 2, Action # 6, Goal 3, Actions # 1, 2, 3 (continued)	comprehensive systems of support that address academic, social-emotional, and basic needs for students.	In addition to the support personnel who help to ensure student wellness, the district will continue to monitor students' social-emotional health. School staff monitor students' progress and help develop a personalized path to success for all students, especially for our English learners, foster youth, and low-income students. Teachers, administrators, and staff are encouraged to put every student's name, face, and story front and center. Research shows that keeping schools safe allows students to look forward to being in an encouraging environment that promotes social and creative learning. When students do not feel safe, they are at risk of not feeling comfortable at school and may stop showing up, or they may remain on edge throughout the day. This is especially relevant for our most vulnerable students.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 3, Actions # 4, 5	**Parent and Family Engagement & Outreach** The Annual LCAP Parent Survey includes items related to perceptions of parent and family engagement and home-school communication. In reviewing this data from the survey administered in the 2025-26 school year, 14% of parents are unaware of the available wellness supports and 21% of parents are unsure who to contact to get help. About 30% of parents are seeking more timely communication around student grades, assignments, and academic performance. About 85% feel their school has a welcoming culture that encourages parent participation. About 94% of parents feel they are kept informed of district and/or school events. While the data represents the perceptions of parents who completed the survey, we are provided with valuable information to guide our improvement efforts. In addition, the district will continue to improve outreach efforts in order to increase participation in the survey in the coming years. The data on survey participation indicated a need to reach additional families whose correspondence language is a language other than English. The survey was made available in Spanish and Vietnamese, and 9% of parent surveys were completed in a language other than English. Of the parents completing the survey, 6% reported having a student participating in the English learner program, 12% participating in the free and reduced meal program, and <1% were guardians to foster youth.	The following contributing actions are implemented LEA-wide but are principally directed to serve the identified needs of our low-income students and English learners. ● Parent & Family Engagement (Goal 3, Action 4) ● Communication & Outreach (Goal 3, Action 5) HBUHSD developed our plans for parent and family engagement with a focus on college and career readiness, as well as social-emotional wellness. We firmly believe that educating our families on relevant college and career topics will help them understand the many post-secondary options their students could choose after high school. Additionally, parent workshops on mental health and wellness issues will continue to be an important area of focus. Expanding the use of social media and digital media to showcase student learning, classroom experiences, special programs, and innovative practices occurring throughout the district will increase the reach of district communication efforts. These services and resources are principally directed to serve the needs of the families of low-income students and English learners. The district has received positive feedback on site and district level parent and family engagement initiatives from educational partners. There continues to be an ongoing expectation for implementing programs and services that recognize parents as partners in the education of students. Family engagement is an essential	We expect that the combination of these actions will positively impact family engagement, contributing to improved student outcomes, such as the graduation rate (M1.1, M1.3) and to closing persistent achievement gaps among students (M1.4, M1.5)., including those of our English learners, low-income students, and foster youth. We also expect these actions to support perceptions around parent and family engagement, as measured by the annual LCAP Survey of parents (M3.10 and M3.11)

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 3, Actions # 4, 5 (continued)	Feedback from educational partners appreciate the district for the wide range of high-quality programs that allow every student to find a pathway aligned to their interests and goals. Promoting these programs and educating parents about these opportunities is important, especially for those parents and families that are hard to reach and/or have language barriers. Educational partners discussed ways in which the district could increase parent and family engagement and various communication strategies for parents, staff, and students. The LCAP Committee members identified several programs areas where parents would like more information: college and career readiness pathways, attendance, student wellness, safety, belonging, and districtwide programs.	strategy for building the pathway to college and career readiness for all students, as well as an essential component of a systems approach to school turnaround (Weiss, Lopez, Rosenberg, 2010; Center on School Turnaround, 2017).	

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Actions # 7, 8	A review of English learners' ELPAC scores, graduation rate, reclassification rates, and state assessment (SBAC) scores indicates a need to ensure sufficient rigor for our English learners. Every year students who are English learners will take the ELPAC summative to measure their progress in learning English. HBUHSD's 2025 graduation rate was 94.3%, while the rate for English learners was 85.0%. The percent of HBUHSD students who met or exceeded standards on the 2025 SBAC ELA was 67%, while the rate for English learners was 11%. The percent of HBUHSD students who met or exceeded standards on the 2025 SBAC math was 47%, while the rate for English learners was 10%. HBUHSD understands the need to provide proper scaffolding and support to our English learners to provide access to the standard instructional program, while simultaneously building English language skills.	English Learners will have full access to the State Academic Standards and the English Language Development standards to gain academic knowledge and English language proficiency. The limited contributing actions that support English Learners include: ● Supplemental support for implementation of a comprehensive English Language Development (ELD) program that addresses language acquisition and academic needs of all English learners; ● Instructional aides serving English learners in integrated ELD settings; ● Personnel administering the ELPAC assessment for initial identification of English learners and annual summative assessments; ● Supplemental professional development focused on English Learner programs, including the newcomer programs; and ● Teachers serving as Program for English Learners (PEL) coordinators at each site. PEL Coordinators provide professional development for teachers and provide support to teachers serving English learners. ● Personnel supporting the regular progress monitoring of English learners to determine reclassification.	Metrics used to monitor effectiveness of these actions include progress on the ELPAC (M2.9), EL graduation rates (M1.1), the reclassification rate (M2.10), Long-Term English learner rate (M2.11), and results of the Smarter Balanced ELA and math (M2.13, M2.14).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Actions # 7, 8 (continued)	Feedback from educational partners acknowledged the need to continue supporting English learner progress. In addition, discussions with Programs for English Learners Coordinators from each site provide continued validation for the actions supporting teacher professional development, progress monitoring efforts, and curriculum development and refinement.	In addition, services addressing EL needs include: personnel providing interpretation and translation services; sections of designated ELD and newcomer programs; designated and integrated ELD aligned to ELD standards; and training opportunities for District English Learner Advisory Committee (DELAC) members. The English Language Development program will continue to ensure sufficient rigor for English learners so that students can meet the annual English language development objectives. The goals of the HBUHSD ELD program are for each student to acquire the skills for living and learning in the 21st century.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 5	Advanced Placement (AP)/International Baccalaureate (IB) courses provide students the opportunity to participate in rigorous, engaging, and college preparatory programs that are aligned with college and international standards. Each exam requires a registration fee. A number of students will take multiple AP and/or IB exams during their years in high school. The fees could potentially limit low-income students from full participation. In 2025, 53.3% of students were identified as socioeconomically disadvantaged. In that same school year, a fee reduction was granted on 20.8% of all AP exams administered in 2023. These data would suggest that there is a disproportionately low percentage of low-income students who are accessing the opportunity to take the AP exams. Of those low-income students who did participate in AP, the pass rates were similar to those who were not identified as low-income. Access to AP exams would support low-income students to receive the opportunity and benefits offered by the AP program. On the 2025 Dashboard College/Career Indicator, the percent of students who met criteria for 'Prepared' was 61.0% overall, and 54.1% for low-income students. Feedback from educational partners recognizes the value of offering a variety of programs to	The Advanced Placement (AP)/International Baccalaureate (IB) action will continue to supplement funding for low-income students who take AP and IB exams. AP and IB exams provide opportunities for motivated and prepared students to experience college-level courses while in high school, thereby fostering critical thinking and college persistence and success. To facilitate equity and access, the district is committed to subsidizing exam fees for low-income students to take the AP and IB exams. These exams help students focus on critical thinking skills, nurture curiosity, and help develop the ability to solve complex problems, which supports the preparation for post-secondary success. In addition, students receiving a passing score on these exams have the potential to earn college credit and/or make a student eligible to bypass certain introductory-level college courses.	Metrics used to monitor effectiveness of these actions include the Advanced Placement (AP) pass rate (M2.8) and the Dashboard College/Career Indicator (M2.7), with a review of the percent and number of students who met the 'Prepared' level through a score of 3 or higher on two AP exams or a score of 4 or high on two IB exams. A student may also use a passing score from AP/IB exams to meet additional criteria in combination with other measures.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 5 (continued)	support college/career readiness. AP/IB courses and exams are part of one of the pathways to demonstrate preparedness on the College Career Indicator of the California Dashboard. Offering fee reductions support equity and access.		
Goal 2, Action 9	HBUHSD recognizes that foster and homeless youth are our most vulnerable students, and as such, they may require additional interventions and supports to ensure success. On the 2025 Dashboard, the graduation rate was 94.3% overall, and 86.8% for students experiencing homelessness. On the College/Career Indicator, the percent of students who met criteria for 'Prepared' was 61.0% overall, and 21.4% for foster youth and 31.3% for students experiencing homelessness. Feedback from educational partners recognized foster youth and homeless youth as high need groups during the data review and agreed with the need to offer coordination and support. Foster youth performance contributed to the district's Differentiated Assistance status during the 2024-25 school year.	School staff will continue to identify our homeless and foster 11th and 12th-grade students and meet with each student to educate them regarding the graduation exemption. This action is critical for our homeless and foster students because they need additional resources to ensure their academic barriers to success are resolved. In addition, resources for foster and homeless youth will be coordinated in partnership with the district, the county, and community-based organizations. The district will share a resource guide for foster youth and/or McKinney-Vento (homeless) students. District personnel provide guidance and support for administrators, teachers, and other staff around protocols for immediate enrollment, timely transfer of records, graduation exemptions, etc.	Metrics used to monitor effectiveness of these actions include the graduation rate (M1.1, M1.3) and the Dashboard College/Career Indicator for foster youth and homeless youth student groups (M2.7). A targeted effort is necessary to focus on the disproportionately affected students with high needs to increase the graduation rate and ensure college and career readiness for foster and homeless youth.

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable. The unduplicated pupil count in HBUHSD is less than 55 percent and therefore, the district did not receive concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	Not applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	Not applicable

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 177,734,473	$ 19,166,886	10.784%	0.000%	10.784%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 179,562,148	$ 674,803	$ -	$ 653,041	$ 180,889,992.00	$ 151,210,717	$ 29,679,275

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Effective Instruction	All	No	LEA-wide	N/A	All schools	ongoing	$ 107,208,458	$ 2,425,587	$ 109,634,045	$ -	$ -	$ -	$ 109,634,045	0.000%
1	2	Instructional Support Services	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 314,436	$ 4,711	$ 319,147	$ -	$ -	$ -	$ 319,147	0.000%
1	3	Implementation of State Standards	All	No	LEA-wide	N/A	All schools	ongoing	$ 1,193,375	$ 3,245,816	$ 4,439,191	$ -	$ -	$ -	$ 4,439,191	0.000%
1	4	Resources to Support Course Access	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 295,965	$ 565,831	$ 861,796	$ -	$ -	$ -	$ 861,796	0.000%
1	5	New Teacher Induction and Support	All	No	LEA-wide	N/A	All schools	ongoing	$ 198,469	$ 593	$ 199,062	$ -	$ -	$ -	$ 199,062	0.000%
1	6	Professional Development and Support for Certificated and Classified Staff	All	No	LEA-wide	N/A	All schools	ongoing	$ 607,232	$ 15,775	$ 623,007	$ -	$ -	$ -	$ 623,007	0.000%
1	7	Information and Technology Services	All	No	LEA-wide	N/A	All schools	ongoing	$ 3,699,967	$ 3,313,931	$ 7,013,898	$ -	$ -	$ -	$ 7,013,898	0.000%
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 1,231,965	$ 764,318	$ 1,996,283	$ -	$ -	$ -	$ 1,996,283	0.000%
1	9	Data and Assessment	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 329,122	$ -	$ 329,122	$ -	$ -	$ -	$ 329,122	0.000%
1	10	Multi-Tiered System of Support (MTSS)	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 210,000	$ -	$ 210,000	$ -	$ -	$ -	$ 210,000	0.000%
2	1	College Readiness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 5,520,067	$ -	$ 5,520,067	$ -	$ -	$ -	$ 5,520,067	0.000%
2	2	Career Readiness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 492,283	$ -	$ 492,283	$ -	$ -	$ -	$ 492,283	0.000%
2	3	Extended Learning Opportunities – Interventions and Enrichment	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 952,777	$ 241,552	$ 1,194,329	$ -	$ -	$ -	$ 1,194,329	0.000%
2	4	Advancement Via Individual Determination (AVID)	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 456,324	$ -	$ 456,324	$ -	$ -	$ -	$ 456,324	0.000%
2	5	Advanced Placement (AP) and International Baccalaureate (IB) Support	Low-Income	Yes	Limited	Low-Income	All schools	ongoing	$ -	$ 32,000	$ 32,000	$ -	$ -	$ -	$ 32,000	0.000%
2	6	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	7	English Learner Supports	English Learners	Yes	Limited	English Learners	All schools	ongoing	$ 622,445	$ 551,789	$ 1,174,234	$ -	$ -	$ -	$ 1,174,234	0.000%
2	8	Long-Term English Learner Supports	English Learners	Yes	Limited	English Learners	All schools	ongoing	$ 172,504	$ 152,922	$ 325,426	$ -	$ -	$ -	$ 325,426	0.000%
2	9	Homeless and Foster Youth Supports	Foster Youth and Low-Income/ Homeless	Yes	Limited	Foster Youth and Low-Income	All schools	ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	10	Special Education Supports	Students with Disabilities	No	Limited	N/A	All schools	ongoing	$ 523,990	$ 205,201	$ 729,191	$ -	$ -	$ -	$ 729,191	0.000%
3	1	Wellness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 2,594,939	$ 146,596	$ 2,741,535	$ -	$ -	$ -	$ 2,741,535	0.000%
3	2	Safe and Supportive Learning Environments	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 2,264,091	$ 38,750	$ 2,302,841	$ -	$ -	$ -	$ 2,302,841	0.000%
3	3	School Connectedness and Student Voice	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 2,251,780	$ 201,101	$ 2,452,881	$ -	$ -	$ -	$ 2,452,881	0.000%
3	4	Parent & Family Engagement	English Learners Low-Income	Yes	LEA-wide	English Learners Low-Income	All schools	ongoing	$ 1,052,985	$ 14,997	$ 1,067,982	$ -	$ -	$ -	$ 1,067,982	0.000%
3	5	Communication & Outreach	English Learners Low-Income	Yes	LEA-wide	English Learners Low-Income	All schools	ongoing	$ -	$ 256,336	$ 256,336	$ -	$ -	$ -	$ 256,336	0.000%
3	6	Well-Maintained School Facilities	All	No	LEA-wide	N/A	All schools	ongoing	$ 18,616,409	$ 16,564,759	$ 35,181,168	$ -	$ -	$ -	$ 35,181,168	0.000%
3	7	Academic Climate	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	1	Student Support Systems	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 391,134	$ 37,549	$ -	$ 428,683	$ -	$ -	$ 428,683	0.000%
4	2	Progress Monitoring	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 10,000	$ 960	$ -	$ 10,960	$ -	$ -	$ 10,960	0.000%
4	3	Social-emotional Well-being	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 188,002	$ -	$ -	$ -	$ 188,002	$ 188,002	0.000%
4	4	Expanded Day Opportunities	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 291,142	$ -	$ 21,920	$ -	$ 269,222	$ 291,142	0.000%
4	5	Supplemental Resources	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 409,057	$ -	$ 213,240	$ -	$ 195,817	$ 409,057	0.000%

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1	1	Effective Instruction	All	No	LEA-wide	N/A	All schools	ongoing	$ 107,208,458	$ 2,425,587	$ 109,634,045	$ -	$ -	$ -	$ 109,634,045	0.000%
1	2	Instructional Support Services	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 314,436	$ 4,711	$ 319,147	$ -	$ -	$ -	$ 319,147	0.000%
1	3	Implementation of State Standards	All	No	LEA-wide	N/A	All schools	ongoing	$ 1,193,375	$ 3,245,816	$ 4,439,191	$ -	$ -	$ -	$ 4,439,191	0.000%
1	4	Resources to Support Course Access	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 295,965	$ 565,831	$ 861,796	$ -	$ -	$ -	$ 861,796	0.000%
1	5	New Teacher Induction and Support	All	No	LEA-wide	N/A	All schools	ongoing	$ 198,469	$ 593	$ 199,062	$ -	$ -	$ -	$ 199,062	0.000%
1	6	Professional Development and Support for Certificated and Classified Staff	All	No	LEA-wide	N/A	All schools	ongoing	$ 607,232	$ 15,775	$ 623,007	$ -	$ -	$ -	$ 623,007	0.000%
1	7	Information and Technology Services	All	No	LEA-wide	N/A	All schools	ongoing	$ 3,699,967	$ 3,313,931	$ 7,013,898	$ -	$ -	$ -	$ 7,013,898	0.000%
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 1,231,965	$ 764,318	$ 1,996,283	$ -	$ -	$ -	$ 1,996,283	0.000%
1	9	Data and Assessment	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 329,122	$ -	$ 329,122	$ -	$ -	$ -	$ 329,122	0.000%
1	10	Multi-Tiered System of Support (MTSS)	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 210,000	$ -	$ 210,000	$ -	$ -	$ -	$ 210,000	0.000%
2	1	College Readiness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 5,520,067	$ -	$ 5,520,067	$ -	$ -	$ -	$ 5,520,067	0.000%
2	2	Career Readiness	English Learners Low-Income Foster Youth	Yes	LEA-wide	English Learners Low-Income Foster Youth	All schools	ongoing	$ 492,283	$ -	$ 492,283	$ -	$ -	$ -	$ 492,283	0.000%
2	3	Extended Learning Opportunities – Interventions	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ 952,777	$ 241,552	$ 1,194,329	$ -	$ -	$ -	$ 1,194,329	0.000%
2	4	Advancement Via Individual Determination (AVID)	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ 456,324	$ -	$ 456,324	$ -	$ -	$ -	$ 456,324	0.000%
2	5	Baccalaureate (IB) Support	Low-Income	Yes	Limited	Low-Income	All schools	ongoing	$ -	$ 32,000	$ 32,000	$ -	$ -	$ -	$ 32,000	0.000%
2	6	Science, Technology, Engineering, Arts, and Mathematics (STEAM)	English Learners Low-Income	Yes	LEA-wide	English Learners Low-Income	All schools	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	7	English Learner Supports	English Learners	Yes	Limited	English Learners	All schools	ongoing	$ 622,445	$ 551,789	$ 1,174,234	$ -	$ -	$ -	$ 1,174,234	0.000%
2	8	Long-Term English Learner Supports	English Learners	Yes	Limited	English Learners	All schools	ongoing	$ 172,504	$ 152,922	$ 325,426	$ -	$ -	$ -	$ 325,426	0.000%
2	9	Homeless and Foster Youth Supports	Foster Youth and Low-Income/Homeless	Yes	Limited	Foster Youth and Low-Income	All schools	ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
2	10	Special Education Supports	Students with Disabilities	No	Limited	N/A	All schools	ongoing	$ 523,990	$ 205,201	$ 729,191	$ -	$ -	$ -	$ 729,191	0.000%
3	1	Wellness	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ 2,594,939	$ 146,596	$ 2,741,535	$ -	$ -	$ -	$ 2,741,535	0.000%
3	2	Safe and Supportive Learning Environments	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ 2,264,091	$ 38,750	$ 2,302,841	$ -	$ -	$ -	$ 2,302,841	0.000%
3	3	School Connectedness and Student Voice	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ 2,251,780	$ 201,101	$ 2,452,881	$ -	$ -	$ -	$ 2,452,881	0.000%
3	4	Parent & Family Engagement	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ 1,052,985	$ 14,997	$ 1,067,982	$ -	$ -	$ -	$ 1,067,982	0.000%
3	5	Communication & Outreach	English Learners	Yes	LEA-wide	English Learners	All schools	ongoing	$ -	$ 256,336	$ 256,336	$ -	$ -	$ -	$ 256,336	0.000%
3	6	Well-Maintained School Facilities	All	No	LEA-wide	N/A	All schools	ongoing	$ 18,616,409	$ 16,564,759	$ 35,181,168	$ -	$ -	$ -	$ 35,181,168	0.000%
3	7	Academic Climate	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	1	Student Support Systems	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 391,134	$ 37,549	$ -	$ 428,683	$ -	$ -	$ 428,683	0.000%
4	2	Progress Monitoring	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ 10,000	$ 960	$ -	$ 10,960	$ -	$ -	$ 10,960	0.000%
4	3	Social-emotional Well-being	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 188,002	$ -	$ -	$ -	$ 188,002	$ 188,002	0.000%
4	4	Expanded Day Opportunities	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 291,142	$ -	$ 21,920	$ -	$ 269,222	$ 291,142	0.000%
4	5	Supplemental Resources	All	No	Schoolwide	N/A	Valley Vista High	ongoing	$ -	$ 409,057	$ -	$ 213,240	$ -	$ 195,817	$ 409,057	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 177,985,689.00	$ 174,753,197.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Effective Instruction	No	$ 111,339,577	$ 105,815,659
1	2	Instructional Support Services	Yes	$ 355,030	$ 437,731
1	3	Implementation of State Standards	No	$ 2,454,570	$ 1,922,885
1	4	Resources to Support Course Access	Yes	$ 993,930	$ 3,061,927
1	5	New Teacher Induction and Support	No	$ 372,175	$ 276,023
1	6	Professional Development and Support for Certificated and Classified Staff	No	$ 923,090	$ 499,409
1	7	Information and Technology Services	No	$ 6,966,543	$ 8,472,154
1	8	Instructional Technology Tools and Library/Media Resources to Enhance Teaching and Learning	Yes	$ 1,312,428	$ 2,255,676
1	9	Data and Assessment	Yes	$ 379,820	$ 342,194
1	10	Multi-Tiered System of Support (MTSS)	Yes	$ 210,000	$ 210,000
2	1	College Readiness	Yes	$ 2,219,764	$ 3,983,727
2	2	Career Readiness	Yes	$ 816,059	$ 587,337
2	3	Extended Learning Opportunities – Interventions and Enrichment	Yes	$ 1,146,253	$ 697,945
2	4	AVID	Yes	$ 1,148,385	$ 509,669
2	5	AP/IB Support	Yes	$ 97,000	$ 21,865
2	6	STEAM	Yes	$ 5,000	$ 5,564
2	7	English Learner Supports	Yes	$ 1,728,166	$ 957,930
2	8	Long-Term English Learner Supports	Yes	$ 478,943	$ 265,480
2	9	Homeless and Foster Youth Supports	Yes	$ 5,000	$ -
2	10	Special Education Supports	No	$ 711,730	$ 539,904
3	1	Student Wellness	Yes	$ 3,600,549	$ 2,423,806
3	2	Safe and Supportive Learning Environments	Yes	$ 2,128,902	$ 2,344,262
3	3	School Connectedness	Yes	$ 3,708,632	$ 2,800,752
3	4	Parent & Family Engagement	Yes	$ 1,036,976	$ 1,050,208
3	5	Communication & Outreach	Yes	$ 285,142	$ 204,026
3	6	Well-Maintained School Facilities	No	$ 32,534,254	$ 34,332,880
3	7	Academic Climate	No	$ 5,000	$ 216
4	1	Student Support Systems	No	$ 204,062	$ 128,908
4	2	Progress Monitoring	No	$ 5,356	$ 5,356
4	3	Social-emotional Well-being	No	$ 98,555	$ 171,535
4	4	Expanded Day Opportunities	No	$ 348,669	$ 284,467
4	5	Supplemental Resources	No	$ 366,129	$ 143,702

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
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2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 175,244,168	$ 18,786,175	0.000%	10.720%	$ 22,160,099	0.000%	12.645%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal** #: Enter the LCAP Goal number for the action.
- **Action** #: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).